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ABSTRACT

The 1981-82 Austin (Texas) Independent School District Title I Migrant Program consisted of seven components: three instructional components--prekindergarten, communication skills, and summer school; and four support components--health services, parental involvement, migrant student record transfer system (MSRTS), and evaluation. The major evaluation findings are summarized by program component (except for evaluation and summer school components). The findings are reported in greater detail in the 19 appendixes. Each appendix reports the information collected by a specific measure and includes: (1) an instrument description, (2) purpose of the measure, (3) procedures used to collect data, (4) results, (5) figures presenting the data, and (6) supporting documents to the data collection process. The appendixes describe the following measures: Peabody Picture Vocabulary Test, Iowa Tests of Basic Skills, Sequential Tests of Educational Progress, Pre-K Longitudinal File, K-12 Longitudinal File, Migrant Student Master File, Migrant Student Attendance Record, Secondary Teacher Activity Record, Migrant Teacher Questionnaire, Math Rainbow Kit Teacher Questionnaire, Math Rainbow Kit Parent Questionnaire, Migrant Staff Interview, Title I/Migrant Parent Survey, Migrant Health Services Form, Migrant Medical Expenses Form, Parent Advisory Council Records, MSRTS Records, Documentation of the High School Migrant Tutorial Services, and Prekindergarten Teacher Interview. (Author/PN)

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FINAL TECHNICAL REPORT

ESEA Title I Migrant

June 30, 1982

Approved:

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XV. ESEA Title I Migrant

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The following is the final report summary for 1981-82 Title I Migrant Evaluation. It is also in ORE Publication Number 81.30.

FINAL REPORT

Project Title: Title I Migrant

Contact Persons: Catherine Christner, Glynn Ligon

Major Positive Findings:

1. Migrant Program prekindergarten students made achievement gains that were greater than average for four-year olds.

2. Third-, sixth-, and seventh-grade students served by a Migrant Program teacher made average gains of one year or more in their reading achievement scores.

3. More students were served per teacher than in previous years. This may reflect the better apportioning of Migrant Program resources to pay for part-time teachers to reach more students.

4. More eligible students were served by a Migrant Program teacher at the senior high level this year than last year.

5. The Migrant Nurse made 1,151 contacts with 498 students across 54 different campuses.

6. More migrant parents attended local-campus PAC meetings this year than last year.

Major Findings Requiring Action:

1. Migrant Program pre-K students made lower achievement gains than did Title I pre-K students. Students' gains this year were lower than gains made by Migrant Program students last year.

2. The achievement gains of high school students served by Migrant Program teachers do not show evidence of a consistent program impact.

3. Very few students attended the pilot tutorial program for high school migrant students.

4. A disparity in the teaching loads among Migrant Program teachers continues at the high school level.

5. Students in grades 2-12 who have been served from one to four years by the Migrant Program did not make greater achievement gains from 1981 to 1982 than did other migrant students who have not been served.

Evaluation Summary:

The 1981-82 Title I Migrant Program consisted of seven components which included three instructional components and four support components:

Instructional	Support
. Prekindergarten	. Health Services
. Communication Skills (K-12)	. Parental Involvement
. Summer School	. MSRTS
	. Evaluation

The Evaluation and Summer School Components will not be discussed in this summary. The following is a summary of the major evaluation findings presented by program component. The findings are reported in greater detail in the 1981-82 Title I Migrant Final Technical Report, ORE Publication Number 81.26.

PREKINDERGARTEN COMPONENT

HOW MANY PRE-K STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

Instructional services were provided for 137 eligible migrant pre-K students at nine elementary campuses. Two of the classes were funded 50% Title I/ 50% Migrant Program, with half of each teacher's class consisting of Migrant Program students and the other half consisting of Title I eligible students.

DID THE MIGRANT PRE-K STUDENTS SHOW ANY ACHIEVEMENT GAINS OVER THE SCHOOL YEAR?

Yes. On the Peabody Picture Vocabulary Test-Revised (PPVT-R), Migrant Program students showed an average gain of 11.16 scale score points from the pre- to the posttest. Over time, scale score points are expected to remain constant; so, this gain indicates a growth rate above the national average.

HOW DO THE MIGRANT PROGRAM PRE-K STUDENTS COMPARE WITH THE TITLE I AND TITLE VII PRE-K STUDENTS?

This year all three programs pre- and posttested their students with the PPVT-R. All three programs' students averaged a gain from pre- to posttest. Title I students averaged the largest gain (14.35), while Title VII averaged the smallest gain (8.26). Migrant Program students' average gain was in between the two (11.16).

The gains discussed so far are for all students pre- and posttested. On the PPVT-R, the most valid scores are for students who have a basal (at least eight of the items in a row are answered correctly by the student being tested). If just those students who have basals are considered, all programs still show gain, but the gain decreases in all cases, especially for the Migrant Program students. See Figure 1 on the next page.

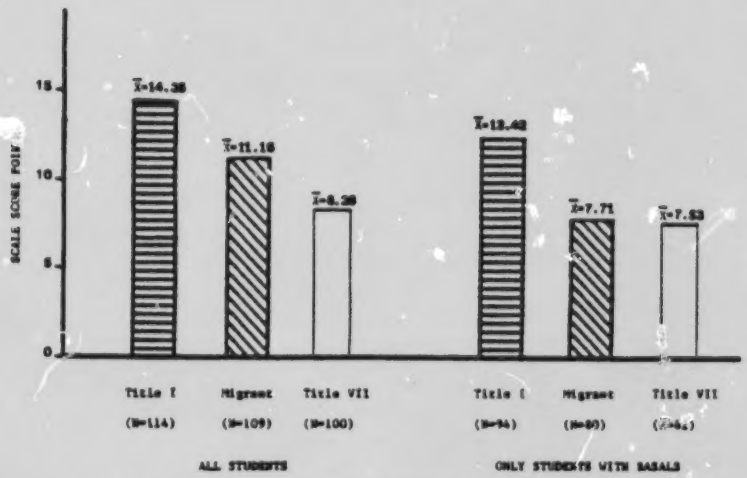

Figure 1. SUMMARY OF THE 1982 ACHIEVEMENT TEST GAINS FOR THE THREE PRE-K PROGRAMS.

In further comparison between the programs, Title I students with lower pretest scores made greater gains than did Migrant Program or Title VII students scoring at the same low levels. At the middle and upper levels of the pretest, differences in gains among programs are harder to discern.

HOW DO THESE SCORES COMPARE WITH THE SCORES MADE BY STUDENTS LAST YEAR?

Last year, the Title I and Migrant Program students took an earlier edition of the Peabody Picture Vocabulary Test. In looking at students' gains (for students with basals), Title I students scored an average gain of 10.84 scale score points while Migrant Program students scored an average gain of 9.64 scale score points.

Although the tests are not directly comparable, it seems the Title I Program produced improved gains while the Migrant Program did not.

DOES A STUDENT'S PARTICIPATION IN THE PRE-K PROGRAM HAVE ANY LONGER TERM EFFECTS?

Achievement data were gathered on former Title I and Migrant Program prekindergarten students to compare their kindergarten achievement with the achievement of similar students who did not attend a prekindergarten program. At the beginning of kindergarten, the former pre-K students' achievement scores were higher than were those of the other non-pre-K participants. However, by the end of kindergarten, the former pre-K children seemed to have lost their advantage in that the scores of the two groups were no longer different.

WHAT SIMILARITIES/DIFFERENCES DO TITLE I, MIGRANT PROGRAM, AND TITLE VII TEACHERS REPORT IN THEIR ACTIVITIES?

In April, all pre-K teachers were interviewed to determine similarities/differences among the three pre-K programs. The results of the interviews indicated the following:

- Title VII teachers used more Spanish as a group than did Migrant Program teachers who used Spanish more than did Title I teachers. For all three programs, English was spoken to English-dominant students the large majority of time.

- Title I and Migrant Program teachers used the AISD Early Childhood Curriculum as their main curriculum. The Title VII teachers used the Bilingual Early Childhood Program Curriculum as their main curriculum.

- The main diagnostic tool used by the teachers was a checklist. The Title I and Migrant Program teachers used a checklist from the AISD curriculum, a self-developed one, or both. The Title VII teachers used a checklist from the BECP, a self-developed one, or both.

- In trying to meet individual students' needs, most teachers (across programs) mentioned grouping of students based on their needs as well as using review and reinforcement for those students who needed it.

- Title I and Migrant Program teachers used large-group (including the whole class) instruction more than did the Title VII teachers. Title VII teachers made more use of small-group instruction.

- The most frequent types of student grouping for all pre-K teachers were based on ability, language dominance (by teacher observation), and personality.

- When students were working alone, most teachers reported they were working at a center of some sort (library, art, blocks, etc.).

- All pre-K teachers reported having contact with pre-K teachers from their own funding source to share ideas.

- As a group, Title VII teachers reported more contact with their community representative than did Title I or Migrant Program teachers.

- Generally as a group, Title VII teachers reported more frequent contact with parents than did Migrant Program or Title I teachers.

- All teachers initiated contact with parents more than parents initiated contact with teachers.

- All teachers reported contact with their supervisors on curriculum materials and in-service training. Most reported contact on instructional supervision, program information, and communication with other teachers.

- Across all groups the most frequently requested in-service topics were science, math, and art.

WHAT HAVE TITLE I AND MIGRANT PROGRAM TEACHERS SEEN AS BENEFITS/DRAWBACKS OF NOT HAVING AN AIDE THIS YEAR?

Teachers were asked to react to the program change which removed teacher aides, but reduced the pupil/teacher ratio in pre-K classes. Both groups of teachers shared very similar ideas. Both saw more drawbacks than they did benefits. Benefits noted were smaller class size, more self-reliant children, getting to know the children better, and not having to coordinate with another person. Several teachers mentioned seeing no benefits at all. The drawbacks most frequently mentioned were: the teacher could not adequately supervise the children; there was less time for individual work; the teacher was not covered in an emergency; no one was there to help with materials, clean-up, etc.; and fewer materials were covered.

K-12 COMPONENT

HOW MANY GRADES K-6 STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

A total of 391 grades K-6 students were seen by a Migrant Program teacher. Both the average daily attendance per teacher and the average number of students seen in a six-weeks period were up from the 1980-81 figures. This may indicate the better apportioning of Migrant Program funds at the elementary level to reach more students. The number of teachers varied between 9 and 10 (full-and part-time) over the course of the school year.

WHAT WERE THE ACHIEVEMENT GAINS FOR THE GRADES K-6 MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER?

Kindergarten

The 38 students (seen by a Migrant Program teacher) who had pre- (fall '81) and posttest (spring '82) scores on the ITBS Language Test showed an average gain of 0.6 grade equivalents. This is less than the 0.9 gain made by AISD kindergarten students on the average.

First Grade

The 66 first-grade students served by a Migrant Program teacher made an average grade equivalent score of 1.5 on the ITBS Reading Total. This score is within 0.3 points of the expected grade equivalent score of 1.8 for first graders.

The first graders' achievement is higher than the average grade equivalent score of 1.4 attained by Migrant Program students in 1980-81.

Grades Two through Six

The third-and sixth-grade students served made good achievement gains on the ITBS Reading Total. Figure 2 shows the average achievement gains for students pre- and posttested.

Grade	# of Students Pre- & Posttested	Average Grade Equivalent Gain	% of Students Making at Least 0.8 Grade Equivalent Gain
2	43	0.7	44%
3	30	1.0	73%
4	40	0.9	65%
5	25	0.7	56%
6	24	1.1	79%

Figure 2. ACHIEVEMENT GAINS OF MIGRANT PROGRAM STUDENTS IN GRADES 2-6.

Grade 4 students also did fairly well with an average gain of 0.9. The majority of students at all grades except grade 2 made at least a 0.8 gain.

HOW DO THESE GAINS COMPARE WITH THOSE MADE BY STUDENTS IN 1980-81?

In comparing these figures with the achievement gains made by students who were served last year, especially noteworthy is that grade 6 students last year had the poorest gains (0.5 grade equivalent on the average). Grades 2 and 3 students made the same gains this year and last year. Grades 4 and 5 students made gains 0.1 and 0.2 points lower than the gains made last year at those same grade levels.

HOW DO GAINS MADE BY MIGRANT PROGRAM STUDENTS COMPARE WITH GAINS BY TITLE I STUDENTS?

Across the K-6 grade levels, the gains by students seen by a Migrant Program teacher compare favorably with gains made by students served by the Title I Regular Program. In Figure 3 are listed the average grade equivalent gain (from spring to spring) in Reading Total on the ITBS for the served Regular Title I students. For grade K, the gains are on the Language Total (ITBS) from fall to spring. Generally the Migrant Program and Title I gains are comparable across these grade levels. The average grade equivalent of first graders served by Title I (N=379) was 1.3, slightly lower than the 1.5 average for Migrant Program students served.

Grade	# of Students Pre- and Posttested	Average Grade Equivalent Gain
K	241	0.5
2	211	0.8
3	296	1.0
4	218	0.8
5	237	0.9
6	155	1.0

Figure 3. ACHIEVEMENT GAINS OF SERVED TITLE I REGULAR STUDENTS IN GRADES K, 2-6.

DID THE TITLE I AND MIGRANT PROGRAM STUDENTS WHO RECEIVED THE MATH RAINBOW KIT ACTIVITIES MAKE GREATER MATH ACHIEVEMENT GAINS THAN CONTROL STUDENTS WHO DID NOT RECEIVE THE KIT?

No. Analyses done by grade level on students' Math Total ITBS scores indicated that the students who received the Math Rainbow Kit activities did not make greater gains than did the control students who did not receive the Kit activities.

HOW MANY SEVENTH- AND EIGHTH-GRADE STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

A total of 92 junior high migrant students were seen by a Migrant Program teacher. There were four teachers serving four campuses. The average daily attendance was 20 students per teacher. This is an increase over the 1980-81 level and is impressive in that only one of the four teachers was full-time, the rest were 40%, 60%, and 80% time.

WHAT WERE THE ACHIEVEMENT GAINS MADE BY SEVENTH- AND EIGHTH-GRADE MIGRANT PROGRAM STUDENTS?

In Figure 4 are given the achievement gains for 7th and 8th graders. The 7th graders did especially well in scoring an average grade equivalent gain of 1.2. The 8th graders also did fairly well scoring an average gain of 0.8. The majority of junior high students served had a 0.8 gain or better.

Grade	No. of Students Pre- & Posttested	Average Grade Equivalent Gain	% of Students Making At Least .8 Grade Equivalent Gain
7	38	1.2	63%
8	31	0.8	55%

Figure 4. ACHIEVEMENT GAINS MADE BY MIGRANT PROGRAM 7TH AND 8TH GRADERS IN 1981-82.

HOW DOES THIS COMPARE WITH THE GAINS MADE IN 1980-81?

The 7th graders had the largest gains (average of 1.6 grade equivalents) of any grade level in 1980-81. Although the gain this year was not quite as great it was still the largest gain. The 8th graders served in 1980-81 made a higher average gain (1.0) than did the students this year, but this year 55% made at least a 0.8 grade equivalent gain whereas last year only 38% made 0.8 gains.

HOW MANY NINTH - TWELFTH GRADE STUDENTS RECEIVED INSTRUCTION FROM A MIGRANT PROGRAM TEACHER?

Four senior high Migrant Program teachers saw 154 students in all. The average daily attendance at the senior high level was up considerably from 16 students in 1980-81 to 27 students in 1981-82. There was also an increase in the average number of students seen per six weeks from 75 students in 1980-81 to 108 students in 1981-82. This may partially reflect a full year of having a teacher at Crockett (she began in the spring of 1981).

WHAT PERCENTAGE OF ELIGIBLE STUDENTS WERE SERVED AT THE SENIOR HIGH LEVEL BY A MIGRANT PROGRAM TEACHER?

The percentage of served high school migrant students varied between 45.6% and 53.8% for each six weeks. This is an increase from the percentage seen in 1980-81 of 33%-37%. However, although this is an improvement, the percentage of eligible students served at the senior high level continues to be the lowest percentage for any of the instructional levels.

WHAT ARE SOME POSSIBLE REASONS FOR THE SMALLER PERCENTAGE OF ELIGIBLE STUDENTS BEING SERVED AT THE SENIOR HIGH LEVEL?

There continues (from previous years) to be considerable disparity in the number of students served by each of the four teachers (a range of 18 to 37). As has been reported in previous evaluations, scheduling students for service at the high school level is also a problem. Problems stem partially from students not receiving credit for Migrant Program classes, the foundation teachers not wanting to let the students leave their credit classes where the students are generally behind in their reading and language arts skills, and the student's own choice about wanting to take other classes instead.

WHAT WERE THE ACHIEVEMENT GAINS OF STUDENTS IN GRADES NINE - TWELVE WHO WERE SEEN BY A MIGRANT PROGRAM TEACHER?

In Figure 5 are given the STEP Reading median percentiles (pre and post) for students served by a Migrant Program teacher. Comparison figures are given for all AISD students and Hispanic students since 95% of the students served are Hispanic. Migrant Program students' scores are quite low when compared to the other two groups. No grade gained in percentile scores, and they either stayed the same or went down a point or two. At the ninth grade level, for the 47 migrant students served by a Migrant Program teacher and who had pre- and posttests, the median percentile score was 10. For AISD ninth graders (N=4122) the median percentile was 34 and for AISD Hispanic ninth graders (N=1012) the median percentile was 20. Therefore as with the other grades, migrant students' scores are well below these other two groups. Overall, at the high school level, no consistent Migrant Program impact can be noted.

	1980-81			1981-82		
	Grade 9	Grade 10	Grade 11	Grade 10	Grade 11	Grade 12
AISD Students Pre-& Posttested	44 (n=2308)	47 (n=2390)	47 (n=2264)	45 (N=2308)	46 (n=2390)	41 (n=2264)
AISD Hispanics Pre-& Posttested	22 (n=470)	25 (n=492)	22 (n=427)	19 (n=470)	24 (n=492)	19 (n=427)
Migrant Program Students (Served) Pre- & Posttested	11 (n=30)	11 (n=16)	7 (n=12)	9 (n=30)	11 (n=16)	5 (n=12)

Figure 5. MEDIAN PERCENTILES ON THE STEP, READING TOTAL, 1970 NORMS FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER AND TWO COMPARISON GROUPS. The AISD and Hispanic groups are for matched group medians.

WAS THE PILOT TUTORIAL SERVICES PROGRAM FOR HIGH SCHOOL STUDENTS SUCCESSFUL?

No. A pilot program was set up at two high schools to tutor migrant students in whatever subject areas they needed help. Two math teachers were the tutors. Very few students were seen. The teachers reported very few students came even when the students had scheduled a time. Students always seemed to have something else to do that was more important to them.

HEALTH SERVICES COMPONENT

HOW MANY MIGRANT STUDENTS WERE SERVED BY THE MIGRANT NURSE?

From September, 1981 through May, 1982, the Migrant Nurse provided health services to 498 migrant students. Her total number of student contacts (excluding follow-ups) was 1,151. She served 96% of the pre-K students and 79% of the currently migratory students.

WHAT SERVICES WERE PROVIDED BY THE MIGRANT NURSE?

During September through May, the Nurse performed a wide variety of services (see Figure 6). In addition to these contacts with students, she made 734 contacts with parents on issues relating to their children's health. The most frequent contacts involved dental and vision screening and health supervision.

Activity	Number of Times Activity Was Performed
Regularly Scheduled Exam	295
Non-Scheduled Exam	117
Phone Contact	329
Referral to Medical Doctor	300
Referral to Dentist	187
Home Visit	56
Counseling/Teaching	211
Referral to Other Professional	29

Figure 6. TALLY OF VARIOUS NURSING ACTIVITIES FOR SEPTEMBER, 1981 THROUGH MAY, 1982.

HOW MUCH MONEY WAS SPENT FOR MEDICAL AND DENTAL CARE FOR THE MIGRANT STUDENTS?

In Figure 7 are presented the expenditures for medical expenses paid for by Migrant Program funds for September through May. Fifty-four percent of the funds paid dental expenses.

EXPENDITURES

Month	Duplicated Count of Students Served	M.D.	Dentist	Pharmacy	X-Ray	Lab	Glasses	Total Spent	Average Spent Per Student
September	33	$ 560.00	$ 416.00	$ 82.85	-0-	-0-	$ 253.00	$ 1,311.85	$ 39.75
October	40	780.00	593.00	124.73	-0-	17.00	716.00	2,230.73	55.77
November	40	700.00	474.00	92.14	-0-	-0-	508.00	1,774.14	44.35
December	23	416.00	707.00	31.52	-0-	148.00	132.00	1,434.52	62.37
January	43	613.00	2,008.00	36.69	-0-	56.00	400.00	3,118.69	72.53
February	34	475.50	1,722.00	44.24	-0-	38.00	150.00	2,429.74	71.46
March	65	1,338.50	2,016.00	118.52	265.50	28.00	436.00	4,202.52	64.65
April	63	1,005.00	1,778.60	148.73	174.00	57.00	294.00	3,457.33	54.88
May	64	711.00	3,822.00	53.06	129.00	95.00	528.00	5,338.06	83.41
TOTAL	405	$6,604.00	$13,536.60	$732.48	$568.50	$439.00	$3,417.00	$ 25,297.58	$ 62.46

Figure 7. SUMMARY OF HEALTH SERVICES EXPENDITURES BY MONTH FOR SEPTEMBER, 1981 - MAY, 1982.

PARENTAL INVOLVEMENT COMPONENT

HOW HAS THE STRUCTURE OF THIS COMPONENT CHANGED FROM LAST YEAR?

During the District's administrative reorganization, the staff in this component were structured in a different way from previous years. The community representatives were split into elementary and secondary. The two secondary community representatives were supervised by the Secondary Migrant Coordinator. The one fulltime and one half-time elementary community representatives were supervised by the Title I/Migrant/Title VII Parental Involvement Specialist. For the first time, the Title VII and Title I community representatives also recruited migrant parents. The responsibility for parental involvement was seen as a management function in the new District organization.

HAVE THERE BEEN ANY CHANGES IN THE PARENTAL ADVISORY COUNCIL (PAC) STRUCTURE?

Yes. Last spring parents voted to separate the Districtwide PAC into an Elementary Title I/Migrant Districtwide PAC and a Secondary Migrant Districtwide PAC. Although there were still local campus PACs at the elementary level, the Secondary Migrant Districtwide PAC was the only PAC for migrant parents at the secondary level.

WAS AN ELEMENTARY TITLE I/MIGRANT DISTRICTWIDE PAC ESTABLISHED?

Yes. A total of eight meetings were held. Across all meetings, 63 migrant parents attended the meetings. A total of 92 migrant parents attended the combined Elementary and Secondary Title I/Migrant PAC in 1980-81. Since the secondary parents had their own PAC this year, these figures are not directly comparable.

WAS A SECONDARY MIGRANT DISTRICTWIDE PAC ESTABLISHED?

Yes. Six meetings were held in all with 54 migrant parents in attendance (across all meetings).

WERE LOCAL CAMPUS PACS ESTABLISHED AT THE ELEMENTARY LEVEL?

Yes. All schools that had a Title I/Migrant Program or a Migrant Program teacher established PACs by having at least one meeting.

HAS THE ATTENDANCE OF MIGRANT PARENTS AT THE LOCAL-CAMPUS PACS IMPROVED OVER THE LOW LEVEL OF ATTENDANCE IN 1980-81?

Yes. In 1980-81, a total of 145 migrant parents attended a local-campus meeting (both elementary and secondary). In 1981-82, 160 migrant parents attended a meeting of a local-campus PAC (elementary only). In 1980-81, 97 elementary parents attended local meetings, so the 160 total figure for elementary local-PAC attendance this year is quite an improvement.

HOW DO TITLE I AND MIGRANT PARENTS WANT TO BE INVOLVED IN THESE PROGRAMS?

Early in the spring a survey was mailed to a sample of Title I and Migrant Program parents to ascertain how parents wanted to be involved in the programs. Of the parents responding, the top choices were helping out at their child's school and attending parent-training workshops. The first two choices for areas in which they wanted training were helping their child read at home and helping their child with math at home.

WAS THE MIGRANT PROGRAM STAFF SATISFIED WITH THE PARENTAL INVOLVEMENT COMPONENT?

In a spring questionnaire, both elementary- and secondary-level Migrant Program teachers expressed dissatisfaction with their PACs. Dissatisfaction was also expressed by teachers last year. In the same questionnaire, elementary teachers were satisfied with the services provided by the community representatives. The secondary teachers, however, were (overall) neutral about the services provided by their community representatives--with some being satisfied and some being dissatisfied.

The Title I/Migrant Administrator, the Parental Involvment Specialist, and the Secondary Migrant Coordinator all were generally satisfied with the functioning of this component. All felt the elementary/secondary split in PACs and community representatives allowed the program to better serve parents' needs. The Parental Involvement Specialist felt it was a plus that all the community representatives (Title I and Title VII) know about the program and now recruited eligible parents for the program. This increased the resources of the program. Both the Administrator and the Parental Involvement Specialist felt parents were not as involved in the program as they would like.

MSRTS COMPONENT

WHAT IS THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)?

The MSRTS is a national-level record-keeping system designed to maintain files on eligibility forms, health data, instructional data, and achievement data on all migrant students. The MSRTS records are sent as the student migrates from school district to school district to provide each new school district with information about the health, instructional, and achievement data on that student at the previous school(s). There is a system of files that the District's MSRTS Clerk is required to maintain which contains the students' eligibility forms for the program and other MSRTS records on each student. The files are required to be kept in a certain order, and various records updated and sent to the central office at various points during the year.

HOW DOES THIS YEAR'S MSRTS RECORD-KEEPING COMPARE WITH LAST YEAR'S RECORD-KEEPING?

In examining the objectives set by the Texas Education Agency in the application for funding of Title I Migrant, it was noted that nearly all of the objectives were met and they were generally met on time. Information gathering and updating required by the system were done on time and in good order. The record-keeping this year was better and more timely than that noted in 1980-81. Not all the objectives were met on time because of several two-day deadlines which required contact with a large number of schools. In a spring interview, the Title I/Migrant Administrator felt eligibility forms had been processed more efficiently this year.

HOW DO MIGRANT PROGRAM STAFF PERCEIVE THE MSRTS SYSTEM?

On a questionnaire sent to Migrant Program teachers in the spring, teachers expressed a neutral attitude toward the system. Last year when asked, teachers generally reported not using the system. The Title I/Migrant Administrator indicated the MSRTS system is required for the Migrant Program to be funded, so AISD will continue its use. Since our District has so many formerly migratory students and so few currently migratory students (for which most of the MSRTS system components are geared), the system is not as useful to our District as it might be to others with large numbers of currently migratory students.

K-12 LONGITUDINAL DATA FILE

ARE THE ACHIEVEMENT GAINS OF MIGRANT STUDENTS WHO HAVE BEEN SEEN ZERO, ONE, TWO, THREE, OR FOUR YEARS BY A MIGRANT PROGRAM TEACHER DIFFERENT?

A data file was created to compare the achievement gains from the spring of 1981 to the spring of 1982 (for grades 2-12). The students on the file were: migrant students who had not been served by a Migrant Program teacher during the last four years (1981-82 through 1978-79); migrant students who had been served by a Migrant Program teacher only one of the last four years; migrant students who had been served by a Migrant Program teacher two of the last four years; migrant students who had been served by a Migrant Program teacher three of the last four years; and migrant students who had been served all four of the last four years. The ITBS and STEP Reading Total scores were used for grades 2-12, while the ITBS Language Total scores (fall, 1981 and spring, 1982) were used for kindergarten.

In comparing the achievement gains of the students not served with those served one, two, three, or four years by a Migrant Program teacher, no discernable differences could be found in favor of students who were served regardless of the length of time served. This was true even when gains were examined for just those students who scored at the 30th %ile or below.

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ESEA Title I/Title I Migrant

Appendix A

PEABODY PICTURE VOCABULARY TEST

Instrument Description: Peabody Picture Vocabulary Test (PPVT-R)

Brief description of the instrument: The Peabody Picture Vocabulary Test-Revised (PPVT-R) is a standardized vocabulary test of verbal ability. It is an individually administered, untimed test. The cue words given to the subjects depend on their age and responses: younger children begin with easier words. If a child misses any of the first eight pictures, easier cue words are presented in order to establish a basal level of eight correct responses. Students who do not make eight correct responses in a row during the testing are said to have not reached a "basal score." Increased error of measurement is probably associated with their scores.

To whom was the instrument administered?

To students in the Title I, Title VII, and Title I Migrant prekindergarten programs.

How many times was the instrument administered?

Twice to each student. Students were randomly assigned either Form L or Form M for the pretest, and then given the alternate form for the posttest.

When was the instrument administered?

The pretests were administered between October 19, 1981 and November 3, 1981. The posttests were administered between April 19, 1982 and May 7, 1982.

Where was the instrument administered?

Each child was tested individually by a tester in the hall, in an empty room, empty office, or other area the school made available for testing.

Who administered the instrument?

The Title I Migrant evaluator, the Title VII evaluator, a Title I evaluation assistant, or one of four ex-teachers hired specifically for PPVT testing.

What training did the administrators have?

Each tester was provided instruction in giving the PPVT and practice in its administration with several non-AISD children.

Was the instrument administered under standardized conditions?

Yes, except for variations in room location or arrangement.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified, except as noted above for students who did not reach a basal score.

Who developed the instrument?

Lloyd M. Dunn, Ph.D., and Leota M. Dunn.

What reliability and validity data are available on the instrument?

The PPVT-R test manual provided extensive information on test development, norms, reliability, validity, etc. Reliabilities range from .61 to .88 (split-half), and from .71 to .89 (alternate forms).

Are there norm data available for interpreting the results?

Yes. Standard norms are provided.

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PEABODY PICTURE VOCABULARY TEST

Purpose

The Peabody Picture Vocabulary Test - Revised (PPVT-R) was administered to Migrant, Title I and Title VII prekindergarten students in order to gather information relevant to the following decision and evaluation questions:

Title I

Decision Question D4: Should the Title I Early Childhood Education Program be continued as it is, discontinued, or modified? If so, how should it be modified?

Evaluation Question D4-1: Was the objective of the Early Childhood Education Program met?

Migrant

Decision Question D1: Should the pre-K Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-1: Were the achievement objectives met?

Evaluation Question D1-2: How do the pre/posttest gains made by the Migrant pre-K students on the PPVT compare with the pre/posttest gains made by the Title I and Title VII pre-K students?

Evaluation Question D1-3: How do the pre/posttest gains made by Migrant and Title I pre-K students this year compare with gains made in 1980-81? With gains made by Title I pre-K students in 1979-80?

Information Need I17: How many Migrant students were pre- and posttested by grade level?

Title VII

Decision Question D2: What components of the program should be modified to accomplish the objectives of the program more fully?

Evaluation Question D1-4, D2-1: Has the program impacted English language skills?

Evaluation Question D1-7, D2-4: How do children in Title VII pre-K compare in terms of academic achievement with other pre-K Programs within the District?

Many other questions about the PPVT data were included in the Title VII design and are answered in the Title VII Technical Report.

Procedure

All Title I, Migrant, and Title VII prekindergarten students were tested twice during the school year on the Peabody Picture Vocabulary Test-Revised (PPVT-R). The PPVT-R was administered as a pretest from October 19, 1981 to November 6, 1981, and as a posttest from April 19, 1982 to May 7, 1982.

Since the PPVT-R is an individually administered test, several individuals were hired to assist with the pre- and posttesting. They were given training in administration and scoring of the PPVT-R. Practice training sessions were conducted before both the pre- and posttesting. With the cooperation of the University Day Care Center, the testers received actual practice giving the PPVT-R to young children. The practice testing was conducted by the Migrant Evaluator, the Title I Evaluation Intern, and all but one of the testers.

The PPVT-R has two forms--L and M. Both forms were used in the testing. Half the children in each class were randomly assigned Form L and half were randomly assigned Form M for the pretesting. The opposite form was given to the child for the posttest. Therefore each child with both a pre- and posttest has a Form L score and Form M score.

A memo (Attachment A-1) was sent in September to the Title I, Migrant, and Title VII prekindergarten teachers to advise them of the PPVT-R pretesting. Early in October, the teachers were called to schedule each of the prekindergarten classes for testing. The prekindergarten students were tested in their own schools, and all testing was conducted in English. However, all Title VII students were also tested with a Spanish version of the older PPVT. These data are reported in a separate appendix in the Title VII Technical Report. Make-up testing was conducted the week after the regular testing, or in some cases, on the day following the scheduled testing date.

In early December, the prekindergarten teachers were sent their students' pretest results (see Attachment A-2) in the form of standard scores. Included in Attachment A-2 is a sample of a class report of these results. Title I prekindergarten teachers were also sent a summary of percentile scores.

On April 1, Title I, Migrant, and Title VII prekindergarten teachers were sent a memo (see Attachment A-3) to advise them of the posttesting dates. The teachers were assigned posttesting times. As with the pretesting, make-up testing was conducted the week after the regular testing.

The prekindergarten teachers received their classes' scores and class gains just before the last day of school. A memo (Attachment A-4) explained the results. Each teacher was given comparison data for their program. Attachment A-4 includes a sample class printout. The PPVT-R's were all handscored by ORE staff or the testers.

The administration procedures for the PPVT-R were followed very strictly. Title I and Migrant teachers were asked to indicate which students were Spanish dominant (or other-than-English dominant) before the children were tested.

Analyses

The PPVT-R scale score was the unit of analysis. The analyses used in answering the evaluation questions are a series of regression model comparisons. Models used in comparing the three groups are shown in Attachment A-5. Children from all three programs (Migrant, Title I and Title VII) were included in the analyses for comparison purposes. Regression information from the models in Attachment A-5 can be used to test several hypotheses. Are the lines linear rather than curvilinear? If the lines are curvilinear, is the degree of curvature the same for all groups? Are differences between the groups the same at all levels of the pretest (different slopes)? Are there any differences between the groups (different intercepts)? More information about the models and hypotheses is contained in Attachment A-5. Attachment A-6 contains the file layout for the data file, which is file PPVTTOT on tape A020 at the University of Texas. Attachment A-7 contains computer printouts generated by the analyses.

Results

How do the gains made by the prekindergarten students compare among the three programs (Title I, Title I Migrant, and Title VII)?

All students with a valid pre- and posttest score were included, regardless of whether the children reached the basal level on the PPVT. A comparison of Model 1 versus Model 5 proved significant, indicating that the data were curvilinear. Figure A-1 gives the F values of each model comparison that was made. A comparison of Model 1 versus Model 2 also proved to be statistically significant, indicating that the quadratic component was not the same for the three programs. Thus, Model 1 was considered to be the best model for showing differences between the groups.

Figure A-2 plots the results from Model 1. The horizontal axis reflects the Fall, 1981 pretest scores on the PPVT, while the vertical axis plots the Spring, 1982 posttest scores. The Title I students are represented by a solid line, while the Migrant students are shown by the line containing "X's", and the Title VII students are represented by a line containing squares.

As can be seen from Figure A-2, the gains for students with relatively high pretest scores did not differ much between the three programs. However, for the majority of students who had moderate pretest scores, Title I students showed greater gains than did Title VII students, who showed greater gains than did Migrant students. Finally, for students with extremely low scores on the pretest, Title I students showed the greatest gains, but Migrant students made greater gains than did Title VII students.

F VALUES FOR SPSS REGRESSION RESULTS--THREE GROUP CASE

GRADE = 0
TEST = ALL VALID
NUMBER OF CASES = 323

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 44570.10976
SUM OF SQUARES, MODEL 5 = 45989.4666

DF = 3, 314 F = 3.333160946950587 (p < .05)

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 44570.10976
SUM OF SQUARES, MODEL 2 = 45903.07876

DF = 2, 314 F = 4.695436787723986 (p < .05)

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 45903.07876
SUM OF SQUARES, MODEL 3 = 49629.51194

DF = 2, 316 F = 12.82631313037984 (p < .05)

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 44570.10976
SUM OF SQUARES, MODEL 3 = 49629.51194

DF = 4, 314 F = 3.910973593483021 (p < .05)

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 49629.51194
SUM OF SQUARES, MODEL 4 = 52397.38028

DF = 2, 318 F = 8.867527583024629 (p < .05)

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 45989.4666
SUM OF SQUARES, MODEL 6 = 49719.17978

DF = 2, 317 F = 12.85423777952667 (p < .05)

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 49719.17978
SUM OF SQUARES, MODEL 7 = 52837.22645

DF = 2, 319 F = 10.00274835718539 (p < .05)

Figure A-1. F-TESTS FOR ALL STUDENTS IN EACH OF THREE GROUPS.

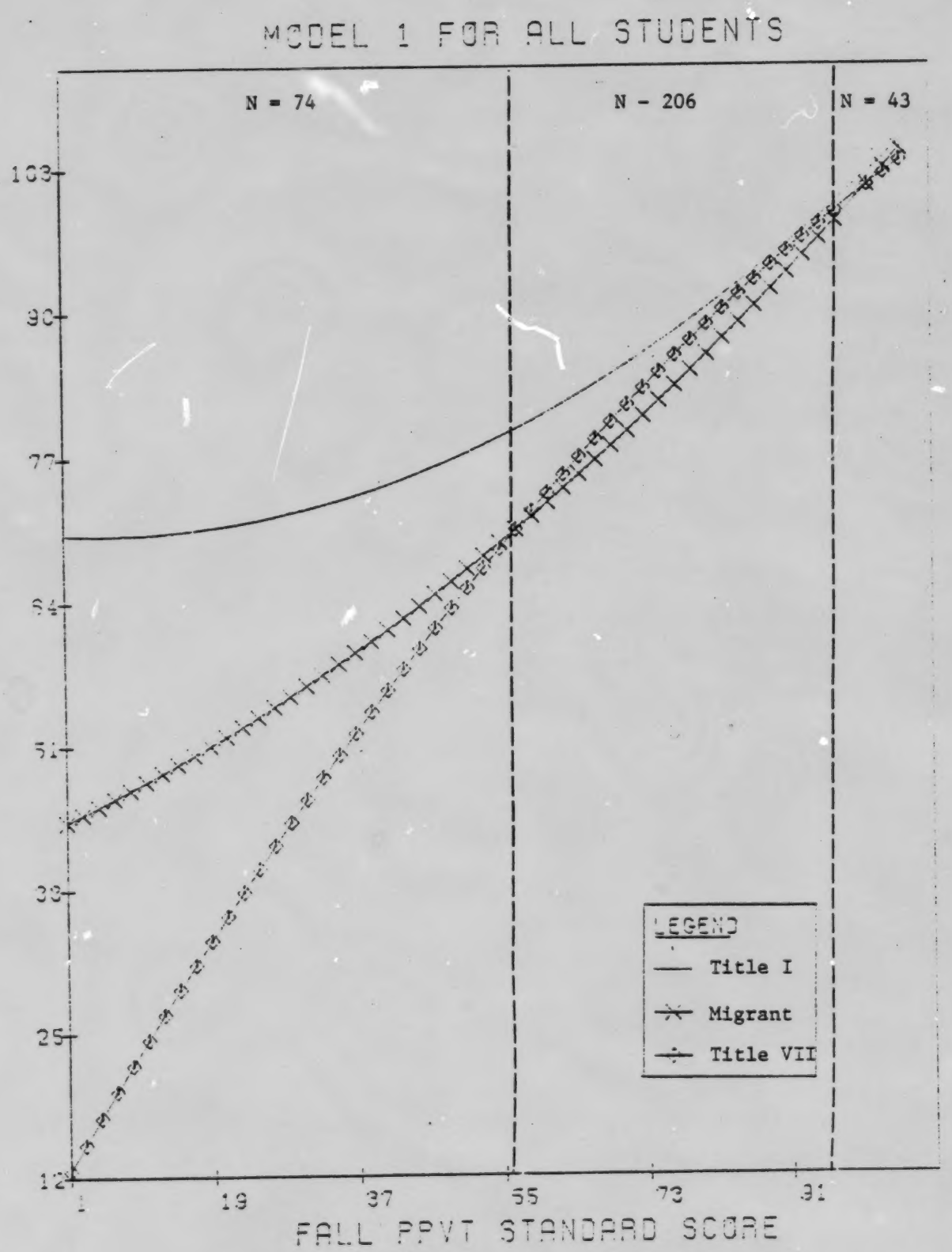


Figure A-2. PLOTS OF SPRING PPVT STANDARD SCORES, FOR ALL STUDENTS.

In summary, the Title I students showed greater gains than other students at all but the highest pretest levels. Migrant students made greater gains than Title VII students at the lowest pretest levels, while the reverse was true for those with moderate pretest scores, where Title VII students made greater gains. It should be noted that the scores for all students were compared to standardized national norms, on which no gain in standard scores would be expected normally.

How do gains of Title I and Migrant students compare with those made in previous Years?

A separate analysis on a more restricted group of students was performed in order to compare the results with those of the previous years. Only those students with a basal score on the PPVT for both pretest and posttest were included in this analysis (N = 236). In effect, this analysis reflects the pattern that is seen in the upper portion of the previously discussed Figure A-2 (includes most of the students with standard scores above 40.)

As noted in Figure A-3, a comparison of Model 1 vs. Model 5 indicated significant curvilinear effects for all programs. A comparison of Model 1 vs. Model 2 was not significant, indicating that the programs shared a common quadratic slope. Comparison of Model 2 vs. Model 3 was also not significant, indicating that the common quadratic slopes were parallel. A comparison of Model 3 vs. Model 4 proved significant, indicating that the programs had different intercepts for this restricted group of students. For this restricted group, the Title I intercept has higher, followed by the Title VII, and then by the Migrant program students.

Figure A-4 shows the results for Model 3. These results are consistent with those of previous years, in which Title I students showed the greatest gains. However, it should be noted that students in the Title I program are not necessarily comparable to Migrant or Title VII students, even when differences in pretest scores have been adjusted for. Interviews with prekindergarten teachers (Appendix J) indicated that the lack of an aide in Title I and Migrant classes presented problems for the teachers, in spite of the smaller class size.* Figure A-5 is a bar graph comparing the average gains of prekindergarten students with basals across the previous three years. Students from different program years may be systematically different in various ways, however, and the PPVT-R may show different patterns than the PPVT in 1979-80 or 1980-81.

Evaluation Question D4-1. Was the objective of the Early Childhood Education Program met? (Title I only)

In Figure A-6 are the stratified expected gains for the Title I prekindergarten students on the PPVT. The objectives were based on performances of 1980-1981 prekindergarten students. The percentage of students making each gain is also listed. Although the assessment of these stratified objectives is very difficult, it would appear that many more students than expected made gains of 21 standard score points, and that fewer students than expected made small gains.

*All Title VII classes did have full-time aides.

F VALUES FOR SPSS REGRESSION RESULTS--THREE GROUP CASE

GRADE = 0
TEST = RESTRICTED
NUMBER OF CASES = 236

MODEL 1 VS MODEL 5—CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 21770.45351
SUM OF SQUARES, MODEL 5 = 22578.33381
DF = 3, 227 F = 2.807916212613003
(p < .05)

MODEL 1 VS MODEL 2—COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 21770.45351
SUM OF SQUARES, MODEL 2 = 22036.67708
DF = 2, 227 F = 1.387953410392688
(NS)

MODEL 2 VS MODEL 3—PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 22036.67708
SUM OF SQUARES, MODEL 3 = 22571.32015
DF = 2, 229 F = 2.777942939979772
(NS)

MODEL 1 VS MODEL 3—PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 21770.45351
SUM OF SQUARES, MODEL 3 = 22571.32015
DF = 4, 227 F = 2.087654343035319
(NS)

MODEL3 VS MODEL 4—EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 22571.32015
SUM OF SQUARES, MODEL 4 = 23968.44325
DF = 2, 231 F = 7.149237039642095
(p < .05)

MODEL 5 VS MODEL 6—COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 22578.33381
SUM OF SQUARES, MODEL 6 = 22989.12739
DF = 2, 230 F = 1.582989339397061
(NS)

MODEL 6 VS MODEL 7—COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 22989.12739
SUM OF SQUARES, MODEL 7 = 24270.56562
DF = 2, 232 F = 7.001002351448756
(p < .05)

Figure A-3. F-TESTS FOR STUDENTS WITH BASAL SCORES.

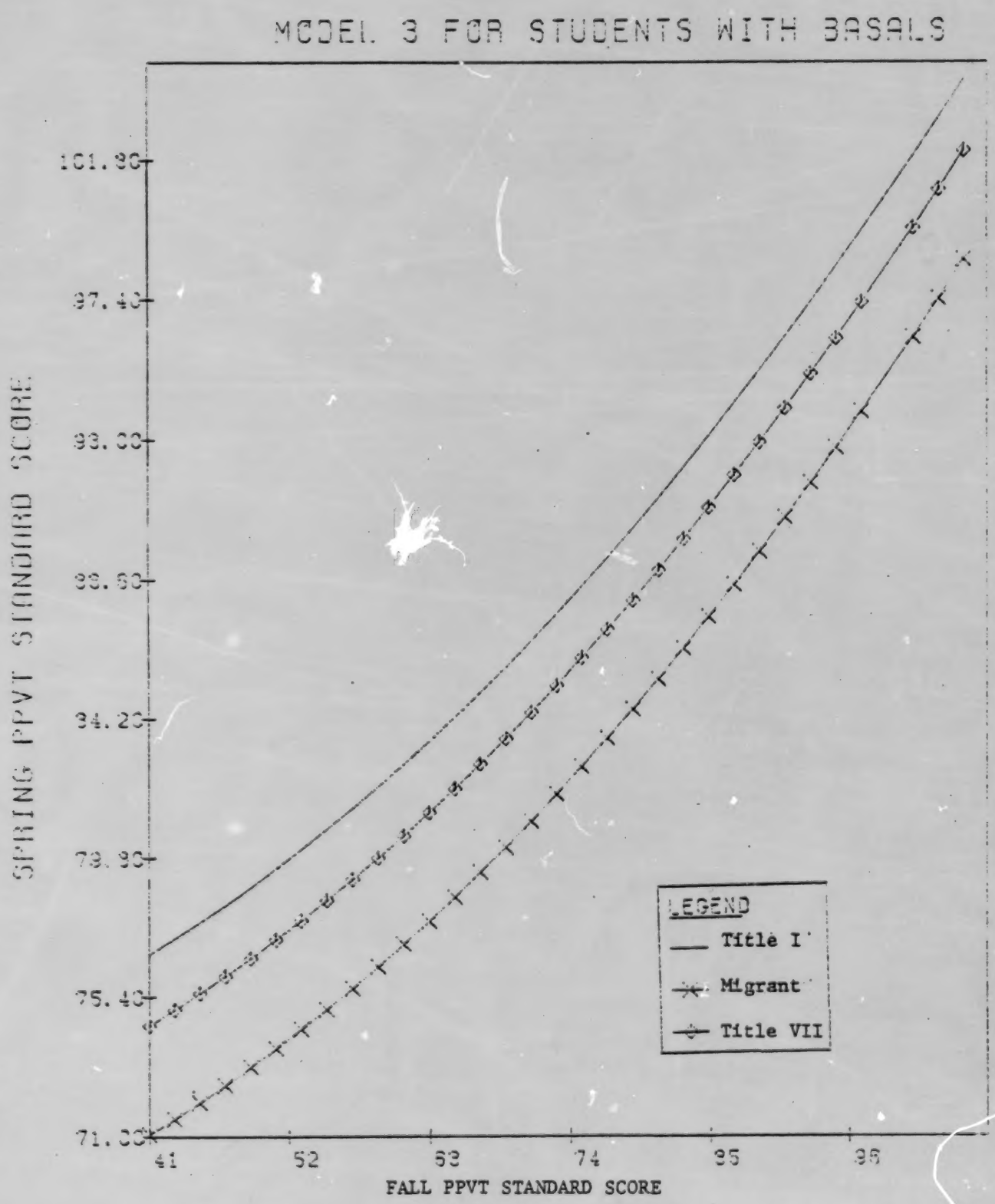
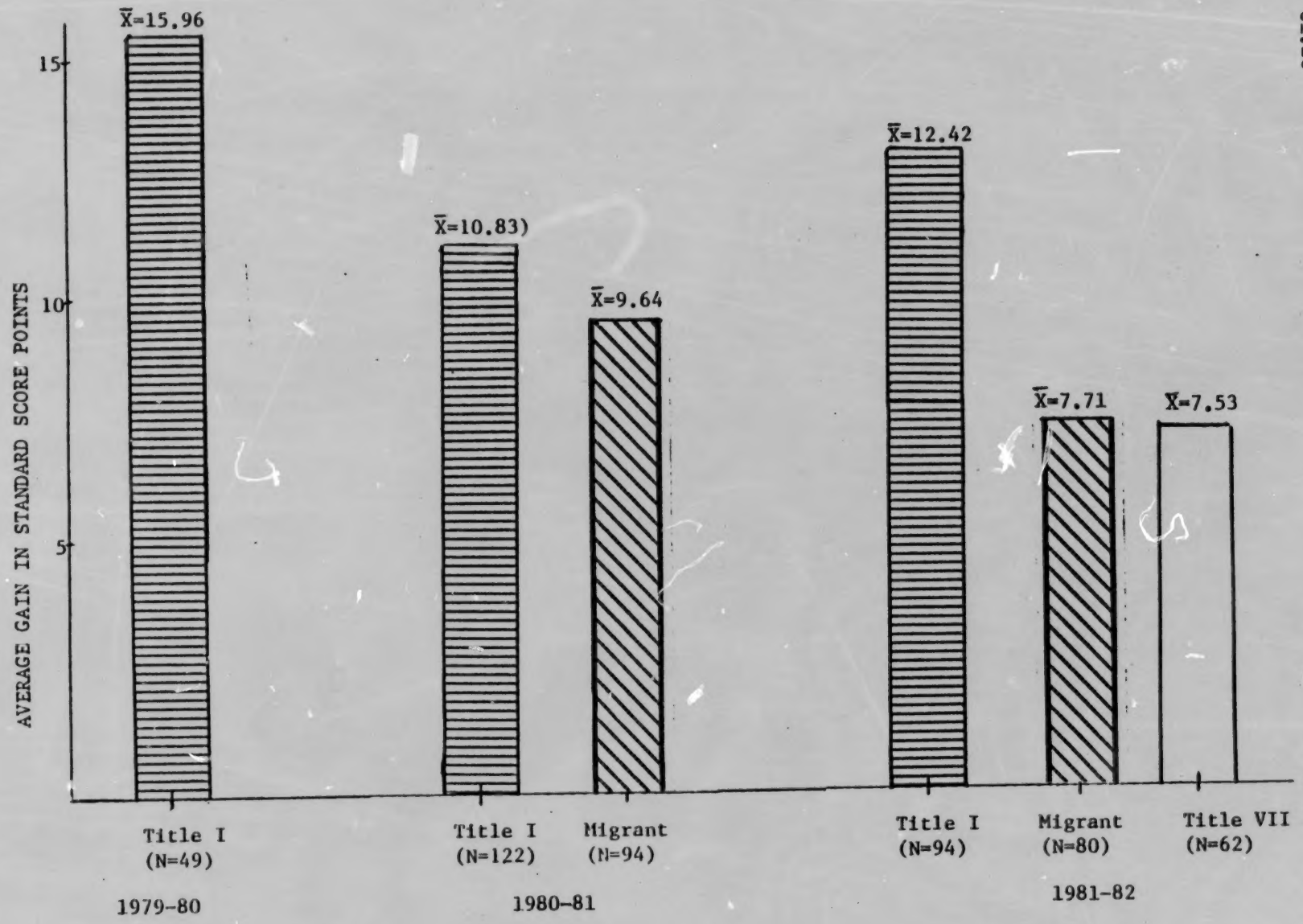


Figure A-4. PLOTS OF SPRING PPVT STANDARD SCORES, FOR STUDENTS WITH BASAL SCORES.



31 Figure A-5 . AVERAGE GAIN IN STANDARD SCORES ON PPVT FOR STUDENTS WITH BASAL SCORES.

STANDARD SCORE GAIN	EXPECTED GAINS	ACTUAL GAINS
21 or more points	25%	33.0%
11-20 points	22%	24.4%
6-10 points	14%	10.4%
1-5 points	7%	13.9%
0 points or less	32%	18.3%

Figure A-6. EXPECTED AND ACTUAL GAINS ON THE PPVT FOR MEASUREMENT OF THE TITLE I OBJECTIVES.

When examining results for all 115 students in the Title I prekindergarten program, the average gain score was 14.40. For the restricted sample of Title I students who had a legitimate basal score on the PPVT, the average gain score was 12.42 (N = 94). Either of these comparisons to the 1980-1981 scores are favorable, since the average gain for 1980-1981 was 10.84 (N = 122) when only those students with basal scores were assessed.

The question of whether or not to include students without basal scores in the analyses raises complex issues. It is likely that students without basal scores have more measurement error associated with their pretest scores, and have more gaps in their language ability than did students with basal scores. However, those students without basal scores may also be the ones who are most in need of the prekindergarten program, and it seems desirable to include them whenever a reasonable conclusion can be drawn about the appropriate standard score for such children. Figure A-7 illustrates the different mean gains that occur when the analyses are conducted using all students, or only those with basal scores.

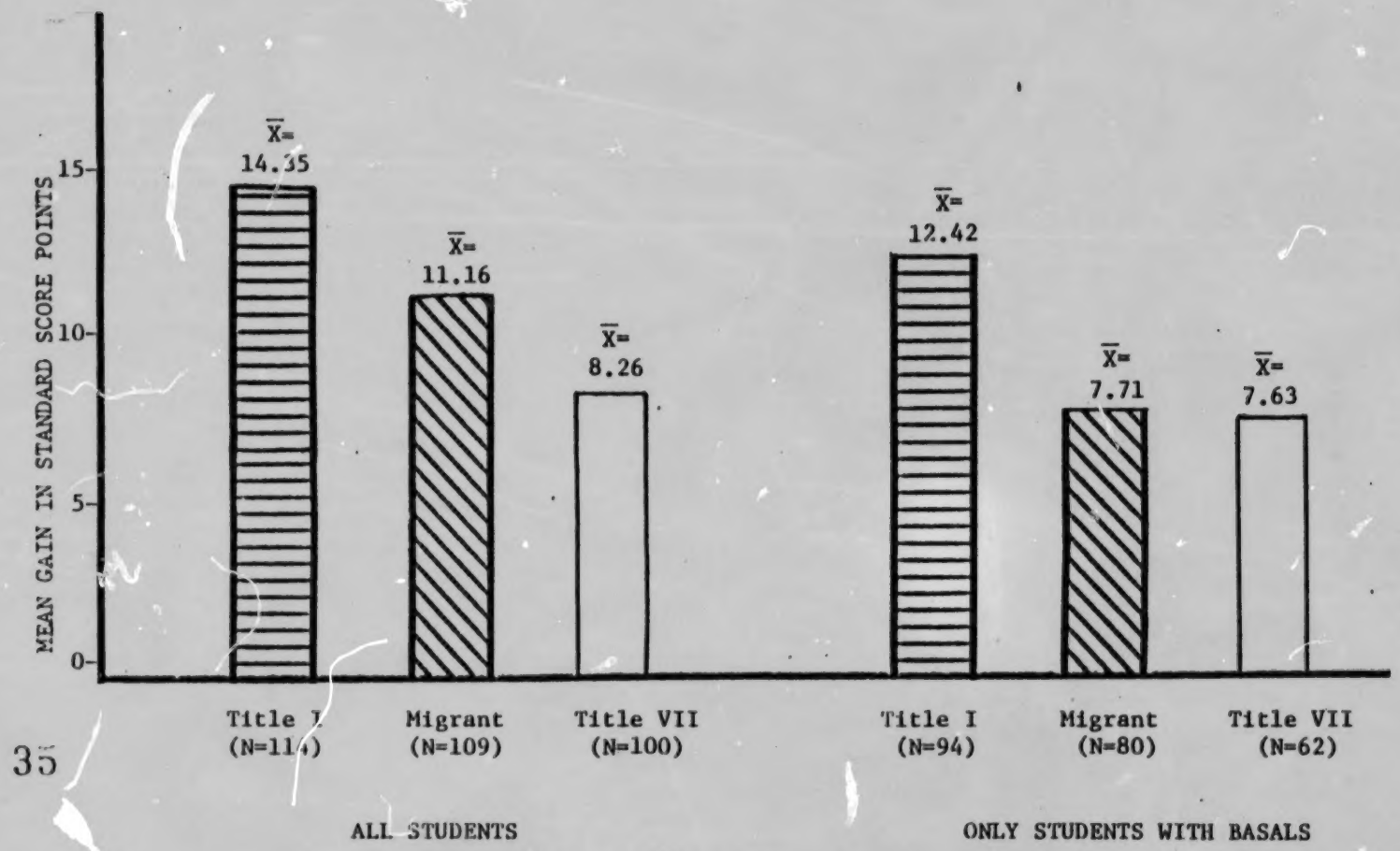


Figure A-7. AVERAGE GAIN IN STANDARD SCORES ON PPVT FOR ALL STUDENTS, AND ONLY STUDENTS WITH BASAL SCORES.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

81.26

Attachment A-1
(Page 1 of 2)

September 11, 1981

TO: Title I, Migrant, and Title VII Prekindergarten Teachers

FROM: Martin Arocena, Title VII Evaluation Intern
Catherine Christner, Migrant Evaluator
Karen Carsrud, Title I Evaluator

SUBJECT: Prekindergarten Achievement Pretest

The Peabody Picture Vocabulary Test (PPVT) will be used again this year to measure prekindergarten achievement results. This will be a more recent version of the PPVT test, but the testing will be conducted in the same manner as it was last year. The testing dates will be in October during the period of the 19th through the 22nd and the 26th through the 29th.

Several teachers last year had very good success in getting high student attendance and positive student attitudes on the day of testing. The children were told about the testing beforehand. Notes were sent home asking parents to be sure the child got lots of sleep and came to school on the testing day. The children were very eager to participate and were not at all anxious.

Important points to remember about the testing are:

- We will be calling each of you later in September to schedule a testing date.
- We will start testing when your class begins in the morning and be finished before lunch.
- Each child will be tested individually and will be out of your class between five and fifteen minutes.

As always your cooperation is greatly appreciated. Please feel free to call with any questions.

CC:KC:MA:lg

APPROVED: Freda Holley
Director, Research and Evaluation

APPROVED: Ruth MacAllister
Assistant Superintendent for Elementary Education

cc: Anita Uphaus
Lee Laws
Oscar Cantu
Hermelinda Rodriguez
Anita Coy
Timy Baranoff
Lawrence Buford
Principals with Migrant, Title I, and Title VII pre-K teachers
Eva Rivera

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Early Childhood Roster

Please fill in the blanks below.

Name	**Birthdate**

Return this copy to Joe Burleson, P.O. Box 79, AISD's school mail.
Title I will provide xerox copy for your records.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 11, 1981

TO: Principals with Title I Pre Kindergarten Programs
Title I Pre-Kindergarten Teachers

FROM: Karen Carsrud, Joe Burleson

SUBJECT: Peabody Picture Vocabulary Test Results

Enclosed are the results for your pre-kindergarten class on the Peabody Picture Vocabulary Test administered in October of this year. In an effort to make these scores more meaningful, we have translated each child's raw score into a percentile score, based on scores made by others of his age across the nation. Of course, like scores from any test, these are subject to fluctuation. The scores could be in error by as much as two to three percentile points in either direction.

Please call us if you have any questions concerning the testing procedures or a child's score. The posttesting will be done in April, 1982. More information will be sent to you about this next year.

Approved: Freda M Holles
Director of Office of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent, Elementary Education

JB/lw

Enclosures

cc: Timy Baranoff
Lawrence Buford
Oscar Cantu
Anita Uphaus

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EARLY CHILDHOOD EDUCATION
FALL 1981 TESTING
PEABODY PICTURE VOCABULARY TEST

The following scores are percentile scores of all the children in your class. Percentile scores tell how each child scores relative to other children of the same age across the nation. For example, if a child scores at the 40th percentile, he/she scored better than forty percent of children in the country. If he/she scored at the 1st percentile (1), then he/she scored better than one percent of children.

SCHOOL _____

TEACHER _____

TEST DATE _____

STUDENT'S NAME	PERCENTILE SCORE	STUDENT'S NAME	PERCENTILE SCORE

If there are any questions, feel free to contact Joe Burleson at the Office of Research and Evaluation at 458-1227.

Explanation Sheet-Peabody Picture Vocabulary Pretest

Standard Score	This is the student's score put in a standardized form for comparison purposes with the national sample of children who took the Peabody in 1979. The national sample had a mean standard score of 100 with a standard deviation of 15.
Language (Lang)	This is the language in which the child was dominant according to the child's teacher at the time of testing.
Possibly Invalid	There is a yes listed in this column if the tester felt the child's score was not valid for some reason - for example - the child would not speak at all.

If an asterisk is by a child's scale score it indicates this is an extrapolated score. Since scores at these levels were not provided by the test publisher, we extrapolated downward from the scores provided to give you an idea of how your students scored relative to each other.

In the class and program totals these extrapolated scores and the tests considered possibly invalid were excluded from the averages.

PICTURE VOCABULARY RESULTS - TITLE I AND MIGRANT - 11/23/81

* = STANDARD SCORE WAS EXTRAPOLATED FROM RAW SCORE -- NOT INCLUDED WITH TOTALS

NAME	STANDARD SCORE	LANG	POSSIBLY INVALID
	113	ENG	
	80	ENG	
	16*	SPAN	
	87	ENG	
	62	ENG	
	71	ENG	
	94	ENG	
	79	ENG	
	62	ENG	
	59	ENG	
	87	ENG	
	0	SPAN	YES
	69	ENG	
	17*	SPAN	
	78	ENG	
	56	ENG	

CLASS TOTALS	997	
TOTAL STUDENTS	16	STUDENTS WITH VALID SCORES- 13
CLASS AVERAGES	76.69	
TITLE I CLASS TOTALS	648	
TOTAL STUDENTS	9	STUDENTS WITH VALID SCORES- 8
TITLE I CLASS AVERAGES	81.00	
MIGRANT CLASS TOTALS	349	
TOTAL STUDENTS	7	STUDENTS WITH VALID SCORES- 5
MIGRANT CLASS AVERAGES	69.80	
TITLE I PROGRAM TOTAL	8673	
TOTAL STUDENTS	124	STUDENTS WITH VALID SCORES- 114
TITLE I PROGRAM AVERAGE	76.08	
MIGRANT PROGRAM TOTAL	7471	
TOTAL STUDENTS	121	STUDENTS WITH VALID SCORES- 102
MIGRANT PROGRAM AVERAGE	73.25	

81.26

Attachment A-3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 22, 1982

TO: Title I, Migrant, and Title VII Prekindergarten Teachers

FROM: Martin Arocena, Title VII Evaluator MA
Catherine Christner, Migrant Evaluator CC
Karen Carsrud, Title I Evaluator KC

SUBJECT: Prekindergarten Achievement Posttest

This spring the Peabody Picture Vocabulary Test (PPVT) will be given to all prekindergarten students as a measure of achievement. This will be the same revised version of the test administered last fall. Each student will receive the alternate form from the one they received in the fall. The testing dates will be April 19 - April 30 with make ups May 3-7.

The testing last fall was a resounding success experience for the students. Many teachers had informed their students about the test beforehand. Notes were sent home asking parents to be sure the child got lots of sleep and came to school on the scheduled test day. The testers were extremely pleased with how well the testing went for each child, and the children seemed to enjoy themselves, too.

Again, some important points to remember about the testing are:

- We will be calling each of you early in April, to schedule a testing date.
- We will start testing when your class begins in the morning and be finished before lunch.
- Each child will be tested individually and will be out of your class between ten and fifteen minutes.

Your cooperation will be greatly appreciated. Please feel free to call with any questions. We look forward to seeing each of you this spring.

Approved: Sueda M Holley
Director of Office of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent for Elementary Education

CC:KC:MA:lfs

cc: Anita Uphaus
Lee Laws
Oscar Cantu
Hermelinda Rodriguez
Anita Coy
Timy Baranoff
Ruth MacAllister
Principals with Migrant, Title I, and Title VII prekindergarten teachers
Eva Rivera

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 24, 1982

TO: Title I and Migrant Program Prekindergarten Teachers

FROM: Catherine Christner, Karen Carsrud

SUBJECT: Peabody Posttest Scores

Enclosed are the results from the posttesting of your students. For each student posttested, you will find a posttest standard score. If the student was also pretested, he/she will have a pretest score listed and a gain score listed. For your students, their language dominance (at the time of pretesting) is listed.

For each class and each program an average pretest score, an average posttest score, and an average gain score were computed. These data for your class and program are listed.

Please call us if you have any questions.

CC:lg
Enclosure

cc: Anita Uphaus
Oscar Cantú
Lee Laws
Timy Baranoff
Principals with Pre-K Teachers

APPROVED: Greta Heller
Director, Research and Evaluation

APPROVED: Ruth MacAllister
Assistant Superintendent for Elementary Education

PEABODY STANDARD SCORE RESULTS - TITLE I AND MIGRANT - 05/25/82

STUDENT NAME	STANDARD SCORES PRE	POST	GAIN	LANG DOM
	64	97	33	ENG
	87	100	13	ENG
	66	71	5	ENG
	76	89	13	ENG
		71		ENG
	106	109	3	ENG
		97		ENG
	92	103	11	ENG
	58	84	26	ENG
	88	92	4	ENG
	82	93	11	ENG
	55	83	28	ENG
	26	47	21	SPAN
	73	93	20	ENG

CLASS AVERAGES	72.75	87.72	15.67	STUDENTS PRETESTED 12 STUDENTS POSTTESTED 14 STUDENTS WITH VALID GAIN 12
TITLE I PROGRAM AVERAGES	72.60	86.80	14.25	STUDENTS PRETESTED 114 STUDENTS POSTTESTED 122 STUDENTS WITH VALID GAIN 114
MIGRANT PROGRAM AVERAGES	66.15	77.67	11.16	STUDENTS PRETESTED 109 STUDENTS POSTTESTED 116 STUDENTS WITH VALID GAIN 109

Attachment A-4
(continued, page 2 of 2)

MODEL SPECIFICATION AND ANALYSIS

A series of linear models was used to make comparisons among the three programs on the pattern of achievement gains. A description of each model is as follows:

Model 1: Contains separate linear, curvilinear and group membership components for each program. This allows for independent curvilinear regression lines.

Model 2: Contains separate linear and group membership components, but a common curvilinear vector. This requires the quadratic component of the regression lines to be equal for each group, although the intercepts and slopes may differ for each group.

Model 3: Contains separate group membership vectors but common linear and curvilinear vectors. This requires parallel curvilinear regression lines, although intercepts may differ.

Model 4: Contains only a common linear and a common curvilinear vector. This requires parallel curvilinear regression lines with a common intercept.

Model 5: Contains separate linear and group membership vectors, and no curvilinear vectors. This allows independent linear regression lines.

Model 6: Contains separate group membership vectors, a common linear vector and no curvilinear vectors. This requires common linear slopes, although the intercepts may differ.

Model 7: Contains only a common linear vector for each group. This requires common linear slopes and common intercepts.

The following comparisons were made to test for differential patterns among the three programs:

Model 1 vs Model 5: This tests whether the lines are curvilinear or linear. The results determine whether one examines the curvilinear or linear cascades for the best solution.

Model 1 vs Model 2: This tests whether the degree of curvilinearity is the same for each group; i.e., whether the quadratic components of the regression lines are equal for all groups.

Model 2 vs Model 3: This comparison determines whether the slopes of the regression lines are equal for all groups.

Model 1 vs Model 3: This tests whether the lines are parallel, in effect making the above two comparisons simultaneously.

Model 3 vs Model 4: This tests whether the lines are separate or have the same intercept, given that they are curved and parallel.

Model 5 vs Model 6: This tests whether the groups have common linear slopes.

Model 6 vs Model 7: This tests whether the groups have common linear intercepts.

In general, one first makes the Model 1 vs Model 5 comparison. If this test is significant, one examines the next four comparisons of Models 1, 2, 3, and 4. If the Model 1 vs Model 5 comparison is not significant, one examines the last two comparisons testing Models 5, 6, and 7.

TITLE I MIGRANT

APPENDIX B

IOWA TESTS OF BASIC SKILLS

Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement battery.
Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 8-11. The elementary schools administered the test April 20, 21, and 22 to students in grades K-6. The dates for the junior high administration were February 16, 17, and 18. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels, The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS(ITBS)

Purpose

The grade K through eight Migrant Program students Reading Total scores on the ITBS and the Math Total scores on the ITBS for students in the experimental and control groups of the Math Rainbow Kit were gathered to answer the following decision and evaluation questions:

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-1: Were the achievement objectives met?

a) Kindergarten

b) Grades 1-8

Evaluation Question D2-2: How do the gains made this year by Migrant Program students in grades 1-12 compare with the gains made in 1980-81?

Evaluation Question D2-7: Did the math achievement gains of the Math Rainbow Kit participants exceed those of the non-participants in the control group?

Procedure

On April 20-22, 1982 all AISD kindergarten through sixth graders (except those with special education exemptions) were administered the ITBS. Make-ups were conducted the week of April 26 through April 30. All AISD 7th and 8th graders (except those with special education exemptions) were administered the ITBS on Febuary 16-18, 1982. Make-ups were administered the week of February 22 through the 26. The procedures used in administering and scoring the ITBS can be found in the Systemwide Evaluation Technical Report for 1981-82, ORE Publication Number 81.24, Appendix E.

Each K through 8th grade Migrant Program students' reading scores were accessed from the Systemwide Testing data tapes. The data are in the format shown in Attachment B-1. Those K-6 students (Title I and Migrant) in the experimental and control groups for the Math Rainbow Kit had the math scores accessed from the Systemwide Testing data tapes. The data are in the format shown in Attachment B-2.

In Attachment B-3 is given the original Pilot Math Rainbow Kit Distribution Plan. However as explained in Appendix K (81.26), this was changed early in the school year to the plans listed in Attachment B-4 (the experimental group) and Attachment B-5 (the control group). See the procedure section in Appendix K for a description of the Kit and how the teachers and students were chosen.

Results

Evaluation Question D2-1. Were the achievement objectives met?

The Migrant Program objective set three performance levels (A, B, and C) for gains on the ITBS. A students are those at or above the national median (50th %ile or above); B students are those 0.01 to 1.0 year below the national median (49th-31st %ile); and C students are those 1.01 or more below the national median (30th %ile or below). The ultimate goal of the program is that all students score at the A achievement level. The gains needed for each level (to reach the A level) range from 0 to 1 year to 2.01 or more years. *The assessment of achievement of the objectives set in this stratified manner is difficult to interpret.*

a) Kindergarten

In Figure B-1 are presented data about the gains made by the kindergarten students served by a Migrant Program teacher. The achievement scores used are based on the students' scores on the ITBS Language Total in September, 1981 (pre) and April, 1982 (post). The percent of students who made large gains (at the C level) was very small, so in this sense the objective was not met. However, as can be noted from the figure, the average gain was 0.6. Although on the posttest the majority of students were still at the C level, 14 of the 38 students moved to the A and B level on the posttest.

Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Expected Gains (Pre- to Post)	Number and Percent of Students Making Gains at Each Level	Average Gain (Grade Equivalent)
A	1 (2.6%)	9 (23.7%)	0-1 year	29 (76.3%)	
B	3 (7.9%)	9 (23.7%)	1.01-2 years	9 (23.7%)	0.6
C	34 (89.5%)	20 (52.6%)	2.01 or more years	0 (0%)	

Figure B-1: COMPARISON OF EXPECTED AND ACTUAL GAINS FOR A,B, AND C. LEVELS BY GRADE FOR SERVED MIGRANT PROGRAM STUDENTS IN KINDERGARTEN WITH A PRE- AND POSTTEST.

b) Grade 1

There were 66 grade 1 Migrant Program students (served by a Migrant Program teacher) who had spring 1982 ITBS Reading Total scores. The average grade equivalent score was 1.5. The expected score for first graders is 1.8 grade equivalents. The objective for Migrant Program first graders was to have an average score within one month of that expected. The objective as stated was not met since the students were three months away from the expected score.

c) Grades 2-6

In Figure B-2 are given the percent of Migrant Program students (served by a Migrant Program teacher) scoring at each level on the pre- and posttest,

and the percents of students who made each level gain. The assessment of the objectives as stated is difficult to interpret, but the following can be noted: the majority of students across all grade levels on both pre- and posttests scored at the C level; grades 3, 4, and 6 showed the highest average gains made; students rarely showed any gains at the C level as is the goal of the program.

d) Grades 7 and 8

In Figure B-2 are also presented the achievement data on migrant students in grades 7 and 8 served by a Migrant Program teacher. Both grade levels made good gains, especially the 7th graders whose gains were highest across the grade levels. Although only 2 students made C level gains, many students made B level gains (the highest percent of B gains were made at these 2 grades).

Evaluation Question D2-2. How do the gains made this year by Migrant Program students in grades 1-12 compare with the gains made in 1980-81?

a) Grade 1

The average grade equivalent score on the ITBS Reading Total for served first graders was 1.4 in 1980-81. It increased 0.1 point to an average of 1.5 in 1981-82.

b) Grades 2-8

The average grade equivalent gains for these grades (for students served by a Migrant Program teacher) in 1980-81 and 1981-82 are presented in Figure B-3.

Grade	1980-81	1981-82
2	0.7	0.7
3	1.0	1.0
4	1.0	0.9
5	0.9	0.7
6	0.5	1.1
7	1.6	1.2
8	1.0	0.8

Figure B-3. AVERAGE GRADE EQUIVALENT GAINS ON THE ITBS READING TOTAL FOR STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER IN 1980-81 OR 1981-82.

Evaluation Question D2-7. Did the math achievement gains of the Math Rainbow Kit participants exceed those of the non-participants in the control group?

The analyses used to ascertain the achievement of this objective are a series of linear models. Regression analyses are conducted to answer -- are the linea curvilinear or linear, are there different slopes, are there different intercepts, etc. These analyses are documented in depth in ORE Publication Letter 81.0.

Analyses were conducted on students in the experimental and control groups in grades 2-6 who had a pre- and posttest. The ITBS Math Total grade equivalent scores were the units of analysis used. Analyses were done separately for each grade level. In Attachments B-6 through B-10 are provided the F-tests for the models tested at each grade level. If the first test listed is non-significant, then a linear model is the best fit so one looks at the results in Model 5 VS Model 6 (common linear slopes) and Model 6 VS Model 7 (common linear intercepts).

In grades 2, 3, and 5 no statistically significant differences were noted indicating no differences in math scores between the two groups. At grade 4 (see Attachment B-8) there were significant differences between the two groups. The data were plotted to get a better visual comparison of how the groups differed.

See Figure B-3. The experimental group is represented by the solid line and the control group is represented by the "X" line. At all ranges, the control group did better than the experimental group. Since the n's are relatively small, these data should be interpreted cautiously. In Figure B-4 below are given the mean pre- and posttest scores for each group and their gains. The control group had greater gains on the average.

	Pre	Post	Gain
Experimental (N=26)	3.08	3.64	0.56
Control (N-31)	3.03	4.00	0.97

Figure B-4. MEAN PRE- AND POSTTEST MATH TOTAL G.E. SCORES FOR THE 4TH GRADE EXPERIMENTAL AND CONTROL GROUPS.

At grade 6, significant differences were also found (see Attachment B-10). These data were plotted (see Figure B-5). The experimental group is represented by the solid line and the control group is represented by the "X" line. The experimental group did not do as well as the control group at the lower pretest scores, but then did better than the control group at the upper pretest scores. However so few scores were at the upper ranges that the control group on the average did better (see Figure B-6). Again the numbers in each group are relatively small and the differences should be interpreted very cautiously.

	Pre	Post	Gain
Experimental (N=30)	4.80	5.42	0.62
Control (N=20)	4.90	6.00	1.10

Figure B-6. MEAN PRE- AND POSTTEST MATH TOTAL G.E. SCORES FOR THE 6TH GRADE EXPERIMENTAL AND CONTROL GROUPS.

These results may reflect differences in teachers or some other factor. The school factor is controlled for since two schools only are involved in the data and their positions are reversed (one is in the experimental group at one grade level and in the control group at the other grade level).

Because of distribution problems and mixed results, no conclusions can be made on the effectiveness of the Math Rainbow Kit at this time.

Miscellaneous

What is the achievement level of migrant students?

In figure B-7 are listed the number and percent of migrant students at each grade level who scored at the A, B, and C achievement levels on the ITBS Reading Total in the spring of 1982. The figures are based on all migrant students who had test scores. As can be noted from the figure, the majority of students scored at the C achievement level. There were more high scores at third grade than at any other grade.

How does migrant students' achievement compare with AISD's achievement?

Figure B-8 was prepared to give comparison figures for AISD kindergarten through grade 8 students with migrant students. In kindergarten the ITBS Language Total score was used, while for the other grades the ITBS Reading Total was used. As can be noted from the figure, migrant students generally scored well below AISD students as a whole, and were below the national figures, too.

	Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Expected Gains Pre- to Posttest	Number and Percent of Students Making Gains at Each Level	Average Gain Made (Grade Equivalents)
Grade 1 (N=66)	A B C	Not applicable	23 (34.8%) 12 (18.2%) 31 (47.0%)	Not Applicable	Not Applicable	1.5 Average Grade Equivalent
Grade 2 (N=43)	A B C	11 (25.6%) 14 (32.6%) 18 (41.8%)	8 (18.6%) 12 (27.9%) 23 (53.5%)	0 to 1 year 1.01 to 2 yrs. 2.01 or more years	28 (65.1%) 14 (32.6%) 1 (2.3%)	0.7
Grade 3 (N=30)	A B C	4 (13.3%) 9 (30.0%) 17 (56.7%)	7 (23.3%) 8 (26.7%) 15 (50.0%)	0 to 1 year 1.01 to 2 yrs. 2.01 or more years	16 (53.3%) 13 (43.3%) 1 (3.4%)	1.0
Grade 4 (N=40)	A B C	6 (15.0%) 13 (32.5%) 21 (52.5%)	6 (15.0%) 11 (27.5%) 23 (57.5%)	0 to 1 year 1.01 to 2 yrs 2.01 or more years	27 (67.5%) 12 (30.0%) 1 (2.5%)	0.9
Grade 5 (N=25)	A B C	2 (8.0%) 2 (8.0%) 21 84.0%)	0 (0.0%) 5 (2.0%) 20 (80.0%)	0 to 1 year 1.01 to 2 yrs. 2.01 or more years	16 (64.0%) 9 (36.0%) 0 (0.0%)	0.7
Grade 6 (N=24)	A B C	4 (16.7%) 5 (20.8%) 15 (62.5%)	5 (20.8%) 4 (16.7%) 15 (62.5%)	0 to 1 year 1.01 to 2 yrs. 2.01 or more years	11 (45.8%) 12 (50.0%) 1 (4.2%)	1.1
Grade 7 (N=38)	A B C	4 (10.5%) 9 (23.7%) 25 (65.8%)	7 (18.4%) 12 (31.6%) 19 (50.0%)	0 to 1 year 1.01 to 2 yrs. 2.01 or more years	19 (50.0%) 18 (47.4%) 1 (2.6%)	1.2
Grade 8 (N=31)	A B C	1 (3.2%) 3 (9.7%) 27 (87.1%)	3 (9.7%) 4 (12.9%) 24 (77.4%)	0 to 1 year 1.01 to 2 yrs. 2.01 or more years	15 (48.4%) 15 (48.4%) 1 (3.2%)	0.8

Figure B-2. COMPARISON OF EXPECTED AND ACTUAL GAINS FOR A, B, AND C LEVELS BY GRADE FOR SERVED MIGRANT PROGRAM STUDENTS IN GRADES 1-8 WITH A PRE- AND POSTTEST.

MATH RAINBOW KIT EXPERIMENTAL VS. CONTROL

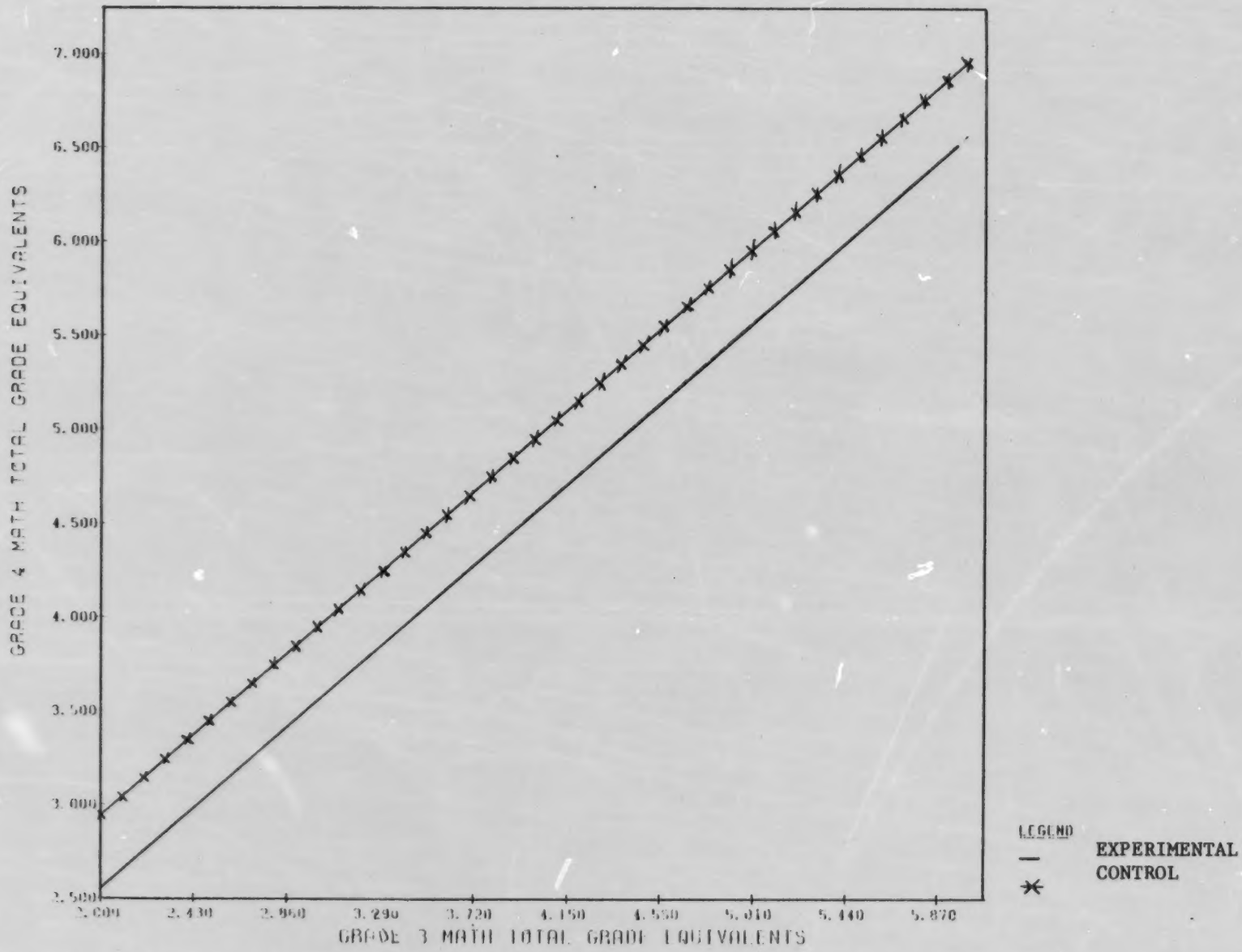

Figure B-3. PLOTS OF PRE- AND POSTTEST SCORES (ITBS MATH TOTAL) FOR THE EXPERIMENTAL AND CONTROL AT 4TH GRADE GROUP.

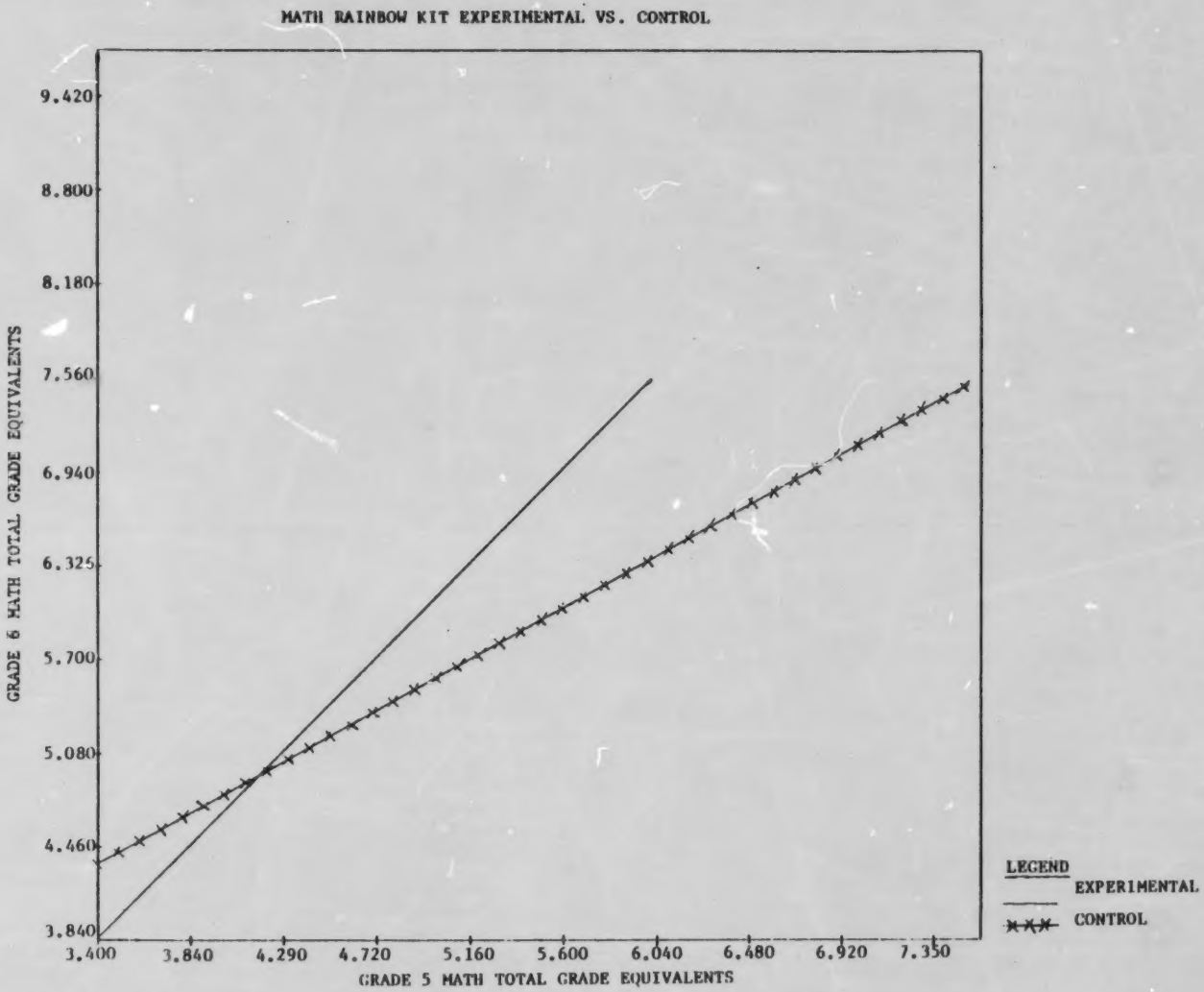

Figure B-5. PLOTS OF PRE- AND POSTTEST SCORES (ITBS MATH TOTAL) FOR EXPERIMENTAL AND CONTROL AT 6TH GRADE GROUP.

Achievement Level	GRADE K	1	2	3	4	5	6	7	8
A (50th %ile or more)	33 (26.2%)	50 (36.2%)	34 (27.7%)	33 (34.7%)	15 (15.3%)	10 (13.3%)	12 (19.0%)	11 (16.4%)	5 (10.6%)
B (49th-30th %ile)	26 (20.6%)	28 (20.3%)	26 (21.1%)	25 (26.3%)	26 (26.5%)	16 (21.3%)	9 (14.3%)	17 (25.4%)	8 (17.0%)
C (30th %ile or less)	67 (53.2%)	60 (43.5%)	63 (51.2%)	37 (38.9%)	57 (58.2%)	49 (65.4%)	42 (66.7%)	39 (58.2%)	34 (72.4%)
TOTAL	126 (100.%)	138 (100%)	123 (100%)	95 (100%)	98 (100%)	75 (100%)	63 (100%)	67 (100%)	47 (100%)

Figure B-7. NUMBER AND PERCENT OF MIGRANT STUDENTS SCORING AT EACH (A,B,C) LEVEL, SPRING, 1982.

	K		1		2		3		4		5		6		7		8	
	AISD	MIG	AISD	MIG	AISD	MIG	AISD	MIG	AISD	MIG	AISD	MIG	AISD	MIG	AISD	MIG	AISD	MIG
Median %ile	50	22	62	34	62	29	58	36	51	22	57	17	59	17	54	26	54	19
N	3457	126	3815	138	3589	123	3558	95	3661	98	3858	75	3750	63	3865	67	3554	47
% of students scoring between: 90 - 99th %iles	11%	2%	21%	1%	20%	3%	11%	0%	13%	3%	15%	3%	17%	2%	14%	0%	15%	0%
75 - 99th %iles	23%	5%	40%	12%	39%	11%	30%	6%	27%	7%	31%	5%	34%	6%	31%	0%	32%	4%
1 - 25th %iles	25%	43%	16%	31%	20%	44%	17%	32%	27%	56%	24%	61%	21%	59%	23%	48%	24%	66%
1 - 10th %iles	15%	28%	4%	12%	10%	21%	4%	8%	10%	20%	9%	31%	[illegible]%	24%	8%	25%	8%	17%

Figure B-8. A COMPARISON OF AISD STUDENTS AND MIGRANT STUDENTS IN THE READING TOTAL SCORES FROM THE 1982 ADMINISTRATION OF THE ITBS. For Kindergarten students, the Language Total Scores (not Reading) are reported.

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 1 OF 2

LABEL ID EVØMIG82 TAPE NO. Most recent

BY: Anna Beeson

BLOCKSIZE _____ CHARACTERS _____

DATE CREATED: 3/25/82

RECORD SIZE 210 CHARACTERS _____

SUG. SCRATCH DATE: Ongoing

DENSITY _____ BPI

SEQUENCE ID, name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG
1981-82 Migrant Master File

	NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
	3	1	3		File Designation	'ABS'
	3	4	6		School Code	(Current)
	2	7	8		Grade	(Current)
	20	9	28		Name	
	7	29	35		AISD ID	
	1	36	36		Sex	
	1	37	37		Ethnicity	1=AM Ind; 2=Asian; 3=Black; 4=Hispanic; 5=Anglo
	6	38	43		Birthdate	
	1	44	44		Flag	G=Graduated; X=Withdrawn 80/81; W=Withdrawn; P=Parent req.drop
	33	45	77		Address	(Same as STUD-file)
	5	78	82		Zip Code	
	6	83	88		Eligibility date	
	6	89	94		Termination date	
	4	95	98		Registration date	
	1	99	99		Migrant Status	1-6
	3	100	102	1981-82	Total Days Served	(To Date)
	1	103	103		Parent Participation	1= 1 Parent 2= 2 Parents; A or Ø=No Parents
	1	104	104	A = Not Served 1 = Served	Medical Expense	- All but Dentist
	1	105	105	"	Medical Expense	- Dentist
	1	106	106		Served by Health Svcs.	
	1	107	107	1981/82	Service Status	1=Served; Ø = Not Served
	11	108	118		MSRTS Code	8 character numeric ID 3 character mnemonic code
A	3	119	121	1981/82	Achievement scores	Fall Reading Total RS
B	3	122	124	1981/82	Achievement scores	Fall Reading Total %ile
C	4	125	128	1981/82	Achievement scores	Fall Reading Total G.E.
D	10	129	138	Repeats fields A-C for Spring 1981-82		
E	2	139	140	1980-81	Grade	
F	1	141	141	1980-81	Service Status	1 = Served
G	20	142	161	Repeats Fields A-D for 1980-81		
	23	162	184	Repeats fields E-G for 1979-80		

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 2 OF 2

LABEL ID EVØMIG82 TAPE NO. Most Recent

BY: Anna Beason

BLOCKSIZE _____ CHARACTERS _____

DATE CREATED: 3/25/82

RECORD SIZE _____ CHARACTERS _____

SUG. SCRATCH DATE: _____

DENSITY _____ BPI

SEQUENCE ID, Name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG
1981-82 Migrant Master File

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
23	185	207	Repeats fields E-G for 1978-79		
3	208	210		1982-83 School	(Projected for next year)

CARD FILE LAYOUT

LOCATION:

✓ AISD MG-RNB82 01 01

UT PF____, ____, _____
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1981-82

CONTENTS: Math Rainbow Kit Pilot - Scores of those students with both pre and post test scores only.

Field	Columns	Description
	1-5	1st 5 digits of the student ID
	6-6	Grade K = 0 1 = 1 etc.
	7-7	Program 1 = Title I 2 = Migrant
	8-8	Group 1 = Experimental 2 = Control
A	9-11	1981 Math Concepts RS
B	12-13	%ile
C	14-17	GE
D	18-20	Problems RS
E	21-22	%ile
F	23-26	GE
G	27-29	Computation RS
H	30-31	%ile
I	32-35	GE
J	36-38	Total RS

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

✓ AISD MG-RNB82 01 01

YEAR: 1981-82

___UT PF____,____,_____
acct. pass. file name

CONTENTS: Math Rainbow Kit Pilot - Scores of those students with both pre and post test scores only.

Field	Columns	Description
K	39-40	%ile
L	41-44	GE
	45-80	Repeats fields A thru L for 1982 scores

		K	1	2	3	4	5	6	Exp.	Con.
Govalle	M	E 15	E 14	C 10	C 14				29	24
	T	60	67	51	66				127	117
									156	141
Metz	M	E 13	C 11	E 5	C 1				18	12
	T	25	36	28	33				53	69
									71	81
Allan	M		C 20	E 10	E 19				29	20
	T		32	52	78				130	32
									159	52
Brooke	M	C 8				E 9	C 9	C 9	9	26
	T	44				39	25	32	39	101
									48	127
Zavala	M	C 8				C 5	E 7	E 7	14	13
	T	38				46	43	33	76	84
									90	97
Exp.	M	28	14	15	19	9	7	7	99	
	T	85	67	80	78	39	43	33	425	
		113	81	95	97	48	50	40	524	
Con.	M	16	31	10	15	5	9	9		95
	T	82	68	51	99	46	25	32		403
		98	99	61	114	51	34	41		498

M = Migrant
T = Title I
Exp. = Experimental
Con. = Control

An "E" in a cell means all students, both Title I and Migrant, are in the experimental group.

An "C" in a cell means the student are control students.

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MATH RAINBOW KIT RECIPIENTS

Grade	School Location	Number of Students	Program
K	Metz	30	Title I
K	Metz	2	Migrant
K	Langford	61	Title I
K	Langford	3	Migrant
1	Langford	35	Title I
1	Langford	1	Migrant
2	Metz	23	Title I
2	Metz	2	Migrant
2	Allan	40	Title I
2	Allan	8	Migrant
3	Allan	40	Title I
3	Allan	12	Migrant
4	Brooke	18	Title I
4	Brooke	12	Migrant
5	Zavala	23	Title I
5	Zavala	7	Migrant
6	Zavala	32	Title I
6	Zavala	1	Migrant

	GRADE							
Program	K	1	2	3	4	5	6	
Title I	91	35	63	40	18	23	32	
Migrant	5	1	10	12	12	7	1	TOTAL
Total	96	36	73	52	30	30	33	350

81.26

CONTROL GROUP

Grade	School Location	Number of Students	Program
K	Zavala	15	Title I
K	Zavala	5	Migrant
K	Brooke	22	Title I
K	Brooke	7	Migrant
1	Metz	28	Title I
1	Metz	7	Migrant
1	Allan	44	Title I
1	Allan	14	Migrant
2	Langford	18	Title I
2	Langford	6	Migrant
3	Metz	30	Title I
3	Metz	1	Migrant
3	Langford	25	Title I
3	Langford	4	Migrant
4	Zavala	29	Title I
4	Zavala	4	Migrant
5	Brooke	20	Title I
5	Brooke	9	Migrant
6	Brooke	14	Title I
6	Brooke	7	Migrant

GRADE

Program	K	1	2	3	4	5	6	
Title I	37	72	18	55	29	20	14	
Migrant	12	21	6	5	4	9	7	TOTAL
Total	49	93	24	60	33	29	21	309

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = MATH RAINBOW KIT
NUMBER OF CASES = 68

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 13.51394
SUM OF SQUARES, MODEL 5 = 13.94874
DF = 2, 62 F = .997399722064771 3
(N.S.)

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 13.51394
SUM OF SQUARES, MODEL 2 = 13.53815
DF = 1, 62 F = .1110719745684809
(N.S.)

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 13.53815
SUM OF SQUARES, MODEL 3 = 13.53842
DF = 1, 63 F = 1.2564493671583 98D-03
(N.S.)

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 13.51394
SUM OF SQUARES, MODEL 3 = 13.53842
DF = 2, 62 F = .05615534773722453
(N.S.)

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 13.53842
SUM OF SQUARES, MODEL 4 = 13.70192
DF = 1, 64 F = .7729114623419877
(N.S.)

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 13.94874
SUM OF SQUARES, MODEL 6 = 13.98367
DF = 1, 64 F = .1602568054605645
(N.S.)

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 13.98367
SUM OF SQUARES, MODEL 7 = 14.09131
DF = 1, 65 F = .5003407546087685
(N.S.)

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 3
TEST = MATH RAINBOW KIT
NUMBER OF CASES = 85

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 25.54073
SUM OF SQUARES, MODEL 5 = 25.79063
DF = 2, 79 F = .3864826886310614 (N.S.)

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 25.54073
SUM OF SQUARES, MODEL 2 = 25.56417
DF = 1, 79 F = .07250223466596404 (N.S)

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 25.56417
SUM OF SQUARES, MODEL 3 = 25.67739
DF = 1, 80 F = .3543083933489727 (N.S.)

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 25.54073
SUM OF SQUARES, MODEL 3 = 25.67739
DF = 2, 79 F = .2113514374882792 (N.S.)

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 25.67739
SUM OF SQUARES, MODEL 4 = 25.73471
DF = 1, 81 F = .1808174428943109 (N.S.)

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 25.79063
SUM OF SQUARES, MODEL 6 = 25.96058
DF = 1, 81 F = .5337578027368856 (N.S.)

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 25.96058
SUM OF SQUARES, MODEL 7 = 26.03246
DF = 1, 82 F = .2270426931909819 (N.S.)

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = MATH RAINBOW KIT
NUMBER OF CASES = 57

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 19.63759
SUM OF SQUARES, MODEL 5 = 20.25372
DF = 2, 51 F = .8000632969727956
(N.S.)

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 19.63759
SUM OF SQUARES, MODEL 2 = 20.1796
DF = 1, 51 F = 1.407632504803287
(N.S.)

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 20.1796
SUM OF SQUARES, MODEL 3 = 20.49565
DF = 1, 52 F = .8144165394755104
(N.S.)

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 19.63759
SUM OF SQUARES, MODEL 3 = 20.49565
DF = 2, 51 F = 1.114216663042664
(N.S.)

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 20.49565
SUM OF SQUARES, MODEL 4 = 22.80485
DF = 1, 53 F = 5.971393929931474
(p<.05)

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 20.25372
SUM OF SQUARES, MODEL 6 = 20.6604
DF = 1, 53 F = 1.064201539272785
(N.S.)

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 20.6604
SUM OF SQUARES, MODEL 7 = 22.81559
DF = 1, 54 F = 5.633010977522217
(p<.05)

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = MATH RAINBOW KIT
NUMBER OF CASES = 51

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 13.60409
SUM OF SQUARES, MODEL 5 = 14.01551

DF = 2, 45 F = .6804534518663132
(N.S.)

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 13.60409
SUM OF SQUARES, MODEL 2 = 13.76277

DF = 1, 45 F = .5248862658215277
(N.S.)

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 13.76277
SUM OF SQUARES, MODEL 3 = 13.77648

DF = 1, 46 F = .04582362416868227
(N.S.)

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 13.60409
SUM OF SQUARES, MODEL 3 = 13.77648

DF = 2, 45 F = .2851182989821444
(N.S.)

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 13.77648
SUM OF SQUARES, MODEL 4 = 14.38695

DF = 1, 47 F = 2.082686578864847
(N.S.)

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 14.01551
SUM OF SQUARES, MODEL 6 = 14.0534

DF = 1, 47 F = .1270613770030494
(N.S.)

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 14.0534
SUM OF SQUARES, MODEL 7 = 14.84216

DF = 1, 48 F = 2.694044145900636
(N.S.)

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = MATH RAINBOW KIT
NUMBER OF CASES = 50

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 9.43903
SUM OF SQUARES, MODEL 5 = 9.51656
DF = 2, 44 F = .1807028900215379 (N.S.)

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 9.43903
SUM OF SQUARES, MODEL 2 = 9.45402
DF = 1, 44 F = .06987582410480766 (N.S.)

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 9.45402
SUM OF SQUARES, MODEL 3 = 12.20272
DF = 1, 45 F = 13.08348194736207 (p<.01)

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 9.43903
SUM OF SQUARES, MODEL 3 = 12.20272
DF = 2, 44 F = 6.441464853909776 (p<.01)

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 12.20272
SUM OF SQUARES, MODEL 4 = 13.90175
DF = 1, 46 F = 6.4047507440964 (p<.05)

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 9.51656
SUM OF SQUARES, MODEL 6 = 12.86757
DF = 1, 46 F = 16.19770799532604 (p<.01)

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 12.86757
SUM OF SQUARES, MODEL 7 = 15.1419
DF = 1, 47 F = 8.307202525418553 (p<.01)

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TITLE I MIGRANT

APPENDIX C

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Instrument Description: Sequential Tests of Educational Progress (STEP), Series II, Forms A & B

Brief description of the instrument:

The STEP is a standardized, multiple-choice achievement battery. In 1981-82 AISD used a subset of the complete battery, omitting the English Expression and Social Studies tests. These tests will be given every other year, alternating with the Mechanics of Writing and Science tests. Tests given each year are Reading, Math Computation, and Math Basic Concepts.

To whom was the instrument administered?

All students in grades 9-12. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period—April 6 and 7. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 17 and 24.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?

Teachers and counselors received written instructions from ORE, including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .58 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliability of the subtests ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS(STEP)

Purpose

The Migrant Program 9th-12th grade students' Reading Total scores on the STEP were collected to answer the following decision and evaluation questions:

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-1. Were the achievement objectives met?

e) Grades 9-12

Evaluation Question D2-2. How do the gains made this year by Migrant Program students in grades 9-12 compare with the gains made in 1980-81?

Procedure

On April 6 and 7, 1982, all AISD 9th-12th graders were administered the STEP, Series II. Make-ups were conducted on April 17 and April 24. The procedures used in administering and scoring the STEP can be found in the Systemwide Evaluation Technical Report for 1981-82, ORE Publication Number 81.24, Appendix D.

Each high school Migrant Program students' reading scores were accessed from the Systemwide data tapes. Program DISTATP was used to gather frequency data on the students' scores. The data are in the format shown in Attachment C-1.

Results

Evaluation Question D2-1. Were the achievement objectives met?

The Migrant Program objective set three performance levels (A,B, and C) for gains on the STEP. A students are those at or above the national median (50th %ile or above); B students are those 0.01 to 1.0 year below the national median (49th-31st %ile); and C students are those 1.01 or more below the national median (30th %ile or below). The ultimate goal of the program is that all students score at the A achievement level. The gains needed for each level (to reach the A level) range from 0 to 1 year to 2.01 or more years.

The assessment of achievement of the objectives set in this stratified manner is difficult to interpret.

e) Grade 9

There were 47 grade 9 Migrant Program students who were served by a Migrant Program teacher and who had a spring '82 STEP Reading Total score. Their median percentile was 10. This is quite low. As can be seen in Figure C-1, only four students scored above the 30th %ile. For AISD ninth graders (N=4122) the median percentile was 34 and for AISD Hispanic ninth graders (N=1012) the median percentile was 20. The Migrant Program students' score are well below both these groups.

f) Grades 10-12

In Figure C-1 are given the pre- and posttest scores of the served students and a summary of their gains. On both pre- and posttest, the majority of students were at the C level. At the 10th and 11th grades, 4 students made gains to the A or B level. At 12th grade, no students moved out of the C level. The best gains were shown by the 11th graders who had an average gain of 4.9 %ile points.

For comparison purposes, in Figure C-2 are given the median percentiles for the pre- and posttests for the Migrant students, AISD students, and AISD Hispanic students. As was true with the 9th graders, the two comparison groups are considerably higher across both the pre- and posttest.

	1980-81			1981-82		
	Grade 9	Grade 10	Grade 11	Grade 10	Grade 11	Grade 12
AISD Students Pre-& Posttested	44 (n=2308)	47 (n=2390)	47 (n=2264)	43 (N=2308)	46 (n=2390)	41 (n=2264)
AISD Hispanics Pre-& Posttested	22 (n=470)	25 (n=492)	22 (n=427)	19 (n=470)	24 (n=492)	19 (n=427)
Migrant Program Students (Served) Pre- & Posttested	11 (n=30)	11 (n=16)	7 (n=12)	9 (n=30)	11 (n=16)	5 (n=12)

Figure C-2. MEDIAN PERCENTILES ON THE STEP, READING TOTAL, 1970 NORMS FOR MIGRANT STUDENTS SERVED BY A MIGRANT TEACHER AND TWO COMPARISON GROUPS. These are medians from matched groups.

Evaluation Question D2-2. How do gains made this year by Migrant Program students in grades 9-12 compare with the gains made in 1980-81?

The scores are not directly comparable since gains made in 1980-81 were measured by the California Achievement Tests (1977) and gains made this year were on the STEP (1970). In Figure C-3 are given the pre-, posttest, and gain scores for program students in 1980-81. These scores and gains are all in terms of grade equivalents. Not enough 12th graders were pre- and posttested to include. Some general comparisons are: across both years,

the majority of students both on the pre- and posttest scored at the C level; and across both years, students (on the average) at no grade level made impressive gains; and each year one grade level showed an average loss.

Miscellaneous

What is the achievement level of migrant students?

In Figure C-4 below are given the number and percent of migrant students at each grade level who scored at the A, B, and C achievement levels on the STEP Reading Total (1970 norms) in the spring of 1982. The figures are based on all migrant students who had test scores. The large majority of students, across grade levels, scored at the C level.

ACHIEVEMENT LEVEL ↓	GRADE 9TH	10TH	11TH	12TH	TOTAL
A (50th %ile or ↑)	5(6.8%)	3(5.6%)	4(8.7%)	1(3.3%)	13(6.4%)
B (49th-31st %ile)	7(9.6%)	6(11.1%)	3(6.5%)	2(6.7%)	18(8.9%)
C (30th or ↓)	61(83.6%)	45(83.3%)	39(84.8%)	27(90.0%)	172(84.7%)

Figure C-4. NUMBER AND PERCENT OF MIGRANT STUDENTS SCORING AT EACH (A,B,C) LEVEL, SPRING, 1982.

How does migrant students' achievement compare with AISD's achievement?

Figure C-5 was prepared to answer this question. The figures are based on all AISD and migrant students with spring 1982 STEP Reading Total scores. The scores reported are based on 1970 norms. Across grade levels, the migrant students' medians scores are well below the AISD levels, with the migrant 12th graders scores being the lowest of the grade levels.

		9		10		11		12	
		AISD	MIG	AISD	MIG	AISD	MIG	AISD	MIG
	median %ile	34	11	41	10	41	11	40	7
	N	4122	73	3246	54	3157	46	2819	30
% of students	90 - 99th %iles	8%	0%	9%	0%	10%	2%	11%	0%
scoring in	75 - 99th %iles	18%	1%	21%	0%	23%	2%	24%	0%
these percentile	1 - 25th %iles	40%	73%	36%	80%	35%	83%	38%	90%
ranges	1 - 10th %iles	18%	49%	17%	50%	15%	48%	19%	67%

Figure C-5. A COMPARISON OF AISD STUDENTS AND MIGRANT STUDENTS ON THE READING TOTAL SCORES FROM THE 1982 ADMINISTRATION OF THE STEP. These figures are based on 1970 norms.

Grade	Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Actual Gains Pre- to Posttest	Number and Percent of Students Making Gains Listed	Average Gain Made (Percentiles)
Grade 9 (N=47)	A B C	Not Applicable	2 (4.3%) 2 (4.3%) 43 (91.4%)	Not Appli-cable	Not Applicable	Median percentile was 10th %ile
Grade 10 (N=30)	A B C	0 (0%) 1 (3.4%) 29 (96.6%)	0 (%) 3 (10%) 27 (90%)	0-5%ile pts. 6-19%ile pts. 20 or more %ile pts.	25(83.3%) 3(10.0%) 2(6.7%)	0.4%ile points
Grade 11 (N=16)	A B C	0 (0%) 0 (0%) 16 (100%)	1 (6.3%) 1 (6.3%) 14 (87.4%)	0-5%ile pts. 6-19%ile pts. 20 or more %ile pts.	8(50.0%) 6(37.5%) 2(12.5%)	4.9%ile points
Grade 12 (N=12)	A B C	0 (0%) 0 (0%) 12 (100%)	0 (0%) 0 (0%) 12 (100%)	0-5%ile pts. 6-19%ile pts. 20 or more %ile pts.	10(83.3%) 2(16.7%) 0(0.0%)	-0.6%ile points

Figure C-1. COMPARISONS OF PRE-, POSTTEST, AND GAINS FOR MIGRANT PROGRAM STUDENTS IN GRADES 9-12 WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER. The achievement scores are Reading Total, STEP, 1970 norms.

	Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Expected Gains Pre- to Posttest	Number and Percent of Students Making Gains at Each Level	Average Gain Made
Grade 9 (N=21)	A	1 (4.8%)	0 (0%)	0-1 year	12 (57.1%)	
	B	3 (14.3%)	1 (4.8%)	1.01-2 years	6 (28.6%)	.3
	C	17 (81.0%)	20 (95.2%)	2.01 or more years	3 (14.3%)	
Grade 10 (N=17)	A	1 (5.9%)	0 (0%)	0-1 year	12 (70.6%)	
	B	2 (11.8%)	0 (0%)	1.01-2 years	4 (23.5%)	.1
	C	14 (82.4%)	17 (100%)	2.01 or more years	1 (5.9%)	
Grade 11 (N=10)	A	1 (10.0%)	0 (0%)	0-1 year	10 (100%)	
	B	0 (0%)	0 (0%)	1.01-2 years	0 (0%)	-.5
	C	9 (90.0%)	10 (100%)	2.01 or more years	0 (0%)	

Figure C-3. COMPARISON OF EXPECTED AND ACTUAL GAINS FOR A, B, AND C LEVELS BY GRADE FOR MIGRANT STUDENTS IN GRADES 9-11 WITH A PRE- AND POSTTEST. These Figures include only those students who were served by a Migrant teacher. 1980-81 gains.

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 1 OF 2

LABEL ID EVØMIG82 TAPE NO. Most recent BY: Anna Beeson

BLOCKSIZE _____ CHARACTERS _____ DATE CREATED: 3/25/82

RECORD SIZE 210 CHARACTERS _____ SUG. SCRATCH DATE: Ongoing

_____ DENSITY _____ BPI

SEQUENCE ID, name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG

1981-82 Migrant Master File

	NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
	3	1	3		File Designation	'ARS'
	3	4	6		School Code	(Current)
	2	7	8		Grade	(Current)
	20	9	28		Name	
	7	29	35		AISD ID	
	1	36	36		Sex	
	1	37	37		Ethnicity	1=AM Ind; 2=Asian; 3=Black; 4=Hispanic; 5=Anglo
	6	38	43		Birthdate	
	1	44	44		Flag	G=Graduated; X=Withdrawn 30/31; W=Withdrawn; P=Parent req.drop
	33	45	77		Address	(Same as STUD-file)
	5	78	82		Zip Code	
	6	83	88		Eligibility date	
	6	89	94		Termination date	
	4	95	98		Registration date	
	1	99	99		Migrant Status	1-6
	3	100	102	1981-82	Total Days Served	(To Date)
	1	103	103		Parent Participation	1= 1 Parent 2= 2 Parents; A or Ø=No Parents
	1	104	104	A = Not Served 1 = Served	Medical Expense	- All but Dentist
	1	105	105	"	Medical Expense	- Dentist
	1	106	106		Served by Health Svcs.	
	1	107	107	1981/82	Service Status	1=Served; Ø = Not Served
	11	108	118		MSRTS Code	8 character numeric ID 3 character mnemonic code
A	3	119	121	1981/82	Achievement scores	Fall Reading Total RS
B	3	122	124	1981/82	Achievement scores	Fall Reading Total %ile
C	4	125	128	1981/82	Achievement scores	Fall Reading Total G.E.
D	10	129	138	Repeats fields A-C for Spring 1981-82		
E	2	139	140	1980-81	Grade	
F	1	141	141	1980-81	Service Status	1 = Served
G	20	142	161	Repeats Fields A-D for 1980-81		
	23	162	184	Repeats fields E-G for 1979-80		

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 2 OF 2

LABEL ID EVØMIG82 TAPE NO. Most Recent

BY: Anna Beeson

BLOCKSIZE _____ CHARACTERS _____

DATE CREATED: 3/25/82

RECORD SIZE _____ CHARACTERS _____

SUG. SCRATCH DATE: _____

DENSITY _____ BPI

SEQUENCE ID, Name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG
1981-82 Migrant Master File

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
23	185	207	Repeats fields E-G for 1978-79		
3	2ØØ	210		1982-83 School	(Projected for next year)

ESEA Title I/Title I Migrant

Appendix D

PREKINDERGARTEN LONGITUDINAL FILE

81.26

Brief description of the data file:

Boehm, MRT, and ITBS percentile scores were added to a file containing students who were at one time in a District prekindergarten program (1978-79, 1979-80, 1980-81). Codes for Migrant and Title I service were added for each year after the prekindergarten year.

Which students or other individuals are included on the file?

Any students who were in an AISD prekindergarten class in the past 4 years.

How often is information on the file added, deleted, or updated?

Information was added during creation, but new information should now be added to each year.

Who is responsible for changing or adding information to the file?

The Title I and Title I Migrant Evaluators, and the Title I Programmer.

How was the information contained on the file gathered?

The file was merged with the various achievement test files and pre-k program files.

Are there problems with the information on the file that may affect the validity of the data?

It was difficult to find student ID numbers for some students on the file. Thus, it was not always possible to add their later achievement test scores.

What data are available concerning the accuracy and reliability of the information on the file?

The reliability information concerning the achievement test information can be found in the various technical reports for each year a particular test was given.

Are there normative or historical data available for interpreting the results?

Yes. This file itself is a historical record. There are national norms available for all of the tests, as well as districtwide data for AISD students who took the tests.

Brief description of the file layout: (also attached)

The file contains student information (ID, name, birthday, ethnicity), and a code to indicate which pre-K program a student attended. The year a student atended pre-K, and his or her prekindergarten pre- and posttest scores (if available) are included. Finally, fall and spring test scores follow for 1979-80, 1980-81, and 1981-82. (The file also contains Title I or Migrant status for 1979-80, 1980-81, and 1981-82.)

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PREKINDERGARTEN LONGITUDINAL FILE

Purpose

The prekindergarten longitudinal file was created to provide information relevant to the following decision and evaluation questions:

Title I Regular

Decision Question D4: Should the Title I Early Childhood Program be continued, modified, or discontinued? If so, how should it be modified?

Evaluation Question D4-2: Do former pre-k participants score higher than other students in their schools when they reach higher grade levels?

Title I Migrant

Decision Question D1: Should the Prekindergarten Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-4: What have been the long-term effects of participation in the Migrant Pre-k Component on Migrant Program students' achievement?

Procedure

The following is a list of prekindergarten programs that were included on the file:

4 years of Title I (78-79, 79-80, 80-81, 81-82)
4 years of Migrant (78-79, 79-80, 80-81, 81-82)
3 years of Happy Talk (78-79, 79-80, 80-81)
1 year of At-Home (80-81)
2 years of Title VII (80-81, 81-82)

The individual files were combined into one large file. The student ID number, name, program type, program year, pretest score and posttest score were kept where available. The file was then matched with the Student Master File to add current school, birthday, and ethnicity. Test scores were added for each year (if the student took the test that year), as shown on the next page.

Comparison-group students were students who attended Title I schools for 1981-82, who reside in traditional Title I areas, and who did not participate in any District prekindergarten program. Traditional Title I areas are AISD attendance areas where students would have been assigned to a Title I school other than Mathews in 1979-80. Most, but not all, of these traditional Title I areas still feed into Title I schools. Areas with a extremely high percentage of low income students are most likely to still be

Title I areas for 1981-82. However, many students currently assigned to Title I schools do not reside in these traditionally low-income areas, but instead are assigned to the Title I school for desegregation purposes. Students from these non-low-income areas were thus omitted from the comparison group.

	Year/Test			
Grade	78-79	79-80	80-81	81-82
EC	x	x	x	x
K		Boehm/Boehm	Boehm/Boehm	ITBS/ITBS
1			MRT/ITBS	MRT/ITBS
2				/ITBS

The Title I and Migrant service status was then added for 79-80, 80-81 and 81-82. Attachment D-1 is a copy of the file layout for the file.

Analyses

The analyses on the prekindergarten students used three sources of information. For students who had previously participated in a District prekindergarten program, the median percentiles for each year were calculated from the pre-k longitudinal file. The medians for the comparison group (i.e., students who had no pre-k but were from traditional Title I areas) were calculated from the two-year ITBS file used in the other portions of the Title I evaluation. The Districtwide medians came from Systemwide Testing reports or files. Medians were used (instead of means) so that results could be easily compared with national and local norms.

Results

Figure D-1 shows the results of the analyses. In general, the results support findings of previous years that students who have participated in a District prekindergarten program begin kindergarten scoring above comparable students who have not participated in a District pre-k program. Previous Title I technical reports, and Appendix H of this report, have reported that this advantage for pre-k students was lost by the beginning of first grade. In Figure D-1, it is apparent that the advantage has not re-emerged by the end of grade 1 or grade 2. Gains of these students should be followed in future years in order to determine if their initial advantage over their peers does become evident at a later date.

			MEDIAN PERCENTILES			
			District Pre-K			
Pre-K Year	Test Year	Test	Title I	Migrant[2]	None[1]	Whole District
1978-79	Fall, 1979	BTBC	50 (N=28)	30 (N=12)	N/A	50 •
	Fall, 1980	MRT	30 (N=53)	36 (N=83)	N/A	51 •
	Spring, 1981	ITBS (R.T.)	38 (N=45)	41 (N=76)	47* (N=735)	63 •
	Spring, 1982	ITBS (R.T.)	38 (N=47)	40 (N=76)	38* (N=916)	62 •
1979-80	Fall, 1980	BTBC	40 (N=79)	30 (N=92)	N/A	N/A
	Fall, 1981	MRT	43 (N=76)	36 (N=75)	42* (N=862)	55 •
	Spring, 1982	ITBS (R.T.)	50 (N=72)	47 (N=73)	41* (N=972)	62 •
1980-81	Fall, 1981	ITBS (L.)	23* (N=112)	18* (N=161)	17* (N=647)	29 •
	Spring, 1982	ITBS (L.)	26* (N=126)	26* (N=178)	26* (N=817)	50 •

1 Comparison group of students from traditional Title I areas.

2 "N" was very small here - many Migrant students' had not enrolled by the time fall testing was conducted.

N/A Not available from available reports or files.

* From Title I achievement files, rather than pre-k longitudinal files.

• From Systemwide Testing files or reports.

Key: BTBC = Boehm Tests of Basic Concepts
MRT = Metropolitan Readiness Tests
ITBS = Iowa Tests of Basic Skills
(R.T.= Reading Total; L.= Language Total)

Figure D-1. MEDIAN PERCENTILES FOR STUDENTS IN MIGRANT, TITLE I, OR NO DISTRICT PRE-K PROGRAMS, WHEN THEY REACH HIGHER GRADE LEVELS.

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FILE LAYOUT

PAGE 1 OF 3

LABEL ID EVSPREXL

TAPE NO. 1060

BLOCKSIZE 4050 CHARACTERS

RECORD SIZE 138 CHARACTERS

BY: Karen Goforth

DATE CREATED:

SUG. SCRATCH DATE: NEVER!

DENSITY 1600 BPI

SEQUENCE id

DESCRIPTION Pre-K longitudinal file 81-82

REMARKS N=1257; 714 with '82 scores

NO. of COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
7	1	7	numberic	student ID	69 # ID's
21	8	28	alphanumeric	name	
6	29	34		birthday	mmddyy
3	35	37		school	81-82
1	38			ethnicity	78-81 old codes 81-82 new codes
1	39			program type	1=TI 3=HT 3=HT cncl 2=MG 4=T7 6=At Home
1	40			test type	1=TOBE 2=PPVT 3=ITPD
1	41			program year	1=78-79,2=79-80,3=80-81,4=81-82
3	42	44		program school	year of program (post)
1	45			valid scores	6=valid
1	46			test language	1=English 2=Spanish
2	47	48		raw score	
2	49	50		%ile	pre
3	51	53		scale	
2	54	55		raw score	
2	56	57		%ile	post
3	58	60		scale	
1	61			grade	
3	62	64		school	
1	65			valid	Fall 1979
2	66	67		raw score	Boehm K EV43HM03
2	68	69		percentile	

FILE LAYOUT

☒ LABELED ☐ UNLABELED

PAGE 2 OF 3

LABEL ID EV8PREKL TAPE NO. 1060 BY: Karen Goforth

BLOCKSIZE 4050 CHARACTERS DATE CREATED:

RECORD SIZE 138 CHARACTERS SUG. SCRATCH DATE: NEVER!

DENSITY 1600 BPI

SEQUENCE id

DESCRIPTION Pre-K Longitudinal File 81-82

REMARKS N=1257; 714 with 82 scores

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	70	72		scale	1979 continued
1	73			grade	
3	74	76		school	
1	77			valid	Spring 1980
2	78	79		raw score	Boehm K EV4BHM09
2	80	81		percentile	
3	82	84	I-7	score scale	
1	85			grade	Fall 1980
3	86	38		school	
1	89			valid	
2	90	91		raw score	Fall 1980
2	92	93		%ile	Boehm K EV4BHM05
3	94	96		scale	MRT 1 EV4MRT03
1	97			grade	
3	98	100		school	Spring 1981
1	1			valid	Boehm K EV4BHM06
3	2	4		raw score	ITBS 1 EV4ITBS2
2	5	6		%ile	
3	7	9		scale	
1	10			grade	K=K
3	11	13		school	Fall 1981
1	14			valid	ITBS K EV4ITBS4
3	15	17		raw score (left justified)	MRT 1 EV4MRT04
2	18	19		%ile	
3	20	22		scale (Not for K)	
1	23			grade	K=0
3	24	26		school	
1	27			valid (Blank if valid)	Spring 1982
3	28	30		raw score	ITBS K (Language)
2	31	32		%ile	ITBS (1): Reading Total

FILE LAYOUT

[X] LABELED [ ] UNLABELED

PAGE 3 OF 3

LABEL ID EV8PREKL TAPE NO. 1060

BY: Karen Loforth

BLOCKSIZE 4050 CHARACTERS

DATE CREATED:

RECORD SIZE 138 CHARACTERS

SUG. SCRATCH DATE: NEVER!

DENSITY 1600 BPI

SEQUENCE id

DESCRIPTION Pre-K Longitudinal File 81-82

REMARKS N=1257; 714 with 82 scores

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	33	35		scale	ITBS (2):
1	36			79-80 program	6-not served; otherwise
1	37			80-81 program	served by Title I.
1	38			81-82 program	Migrant or both.

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TITLE I MIGRANT

APPENDIX E

K-12 LONGITUDINAL FILE

81.26

Brief description of the data file:

A file was created to compile data from 1978-79 through 1981-82 on migrant students. The file includes various identifying information such as grade, sex, etc. and includes service status (whether or not the student was seen by a Migrant Program teacher) and achievement data from 1978-79 through 1981-82 (if available).

Which students or other individuals are included on the file?

The file was created with migrant students who were in AISD at some point during 1981-82.

How often is information on the file added, deleted, or updated?

Information was added during the file's creation and new information (updated ID's) was added whenever it was available.

Who is responsible for changing or adding information to the file?

The Title I Migrant Evaluator and Programmer.

How was the information contained on the file gathered?

The achievement data were compiled from Systemwide Testing tapes. The information on whether a student was served or not by a Migrant Program teacher was gathered from the 1978-79, 1979-80, 1980-81, and 1981-82 Migrant Student Attendance Record data.

Are there problems with the information on the file that may affect the validity of the data?

None were identified specifically. However the file is limited by the accuracy of the ID numbers which enable the students to be matched across the years.

What data are available concerning the accuracy and reliability of the information on the file?

The reliability information concerning the achievement test information can be found in this year's and last year's Systemwide Evaluation Final Technical Reports.

Are there normative or historical data available for interpreting the results?

Yes. This file itself is a historical record. There are national norms available for both the STEP and the ITBS, as well as districtwide data for AISD students who took the tests.

Brief description of the file layout:

The file contains various identifying information about the student, his address, sex, ethnicity, grade, birthdate, eligibility, service status, health services received, and 1981-82 achievement test scores followed by the 1980-81 service status and achievement data, followed by the 1979-80 service status and achievement data, followed by the 1978-79 service status and achievement data.

K-12 LONGITUDINAL FILE

Purpose

The data was compiled to answer the following decision and evaluation questions.

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-3. What have been the long-term effects of participation in the Migrant K-12 Instructional Component on Migrant Program students' achievement?

Procedure

A file (Mig'82) was built of all 1981-82 eligible migrant students and their identifying information (see page E-2). Previous Migrant Student Attendance Record files (from 1978-79, 1979-80, and 1980-81) were accessed to ascertain whether the students were served by a Migrant Program teacher any or all of the years. The service status from 1981-82 was added to Mig'82 based on data from the 1981-82 Migrant Student Attendance Record data (see Appendix G). After updating and correcting as many student IDs as possible on old files, the Mig'82 file was matched with this year's and previous years' Systemwide Testing files to pick up the achievement test data on each student.

The final Mig'82 file is on AISD file EVØMIG82. A program (MG-MDIANØ1Ø1) was developed to calculate medians for each group (discussed in the results section) of students, by grade. The achievement scores for all groups were accessed from the Systemwide ITBS (grades K-8) and STEP (grades 9-12) files.

Results

Evaluation Question D2-3. What have been the long-term effects of participation in the K-12 Instructional Component on migrant students' achievement?

Migrant students' achievement gains from the spring of 1981 (or for K- the fall of 1981) to the spring of 1982 were compared. The ITBS and STEP Reading Totals for grades 2-12 and the ITBS Language Total for K were used as the units of comparison. Based on longitudinal data, migrant students were grouped into one of five groups: those not served by a Migrant Program teacher in the last four years; those served by a Migrant Program teacher one year during the last four years; those served by a Migrant Program

teacher two years out of the last four years; those served by a Migrant Program teacher three out of the last four years; and those served by a Migrant Program teacher all four of the last four years.

The pretest medians (spring, 1981 or fall, 1981 for K), posttest medians, and changes from pre to post were computed for students at each grade level (where scores were available) and in each group. See Figures E-1 through E-5. The same figures were then computed by grade and group for just those students scoring at the 30th %ile or below (C level). See Figures E-6 through E-10. In all figures, medians were not computed unless there were four or more cases.

These data should be interpreted cautiously due to the small n's.

From examining the Figures E-1 through E-5, the following can be noted: on the whole, the five groups' posttest scores are not that different; the most gains were made by students only seen one out of four years; and overall, the gains for the various groups show no consistent pattern of gains based on service by a Migrant Program teacher.

If just those students at the 30th %ile or below are considered (Figures E-6 through E-10) the following can be noted: on the whole, the five groups' posttest scores are not all that different; the most gains were made by students seen one year by a Migrant Program teacher or those seen not at all; and the gains for the various groups show no consistent pattern of gains based on service by a Migrant Program teacher.

For example, if the gains for grade 7 students are examined across the 10 figures (where scores are available), students show gains in every case regardless of if they are seen or not. In comparing kindergarten gains, students score as well in both groups (all students and those at or below the 30th %ile) whether or not they are served by a Migrant Program teacher.

For comparison purposes, scores for AISD Hispanic (since 95% or more of the migrant students are Hispanic) low-income students were also compiled by pre- and posttest medians and gains. In Figure E-11 are the data for all AISD low-income Hispanic students with pre- and posttests, and in Figure E-12, are the data for only those AISD low-income Hispanic students (with pre- and posttests) who scored at or below the 30th %ile on the pretest. The scores for both these groups are similar to the migrant students' scores. The numbers in Figures E-12 are very similar to those in E-6, and E-7 in that all 3 groups showed gains at eight grade levels. The migrant students not served at all or served one year made greater gains than did the Hispanic students in general.

Based on these data, no evidence can be found for any consistent Migrant Program impact. In some cases it almost seems a student is better off (in terms of achievement gains) not being served at all or only being served one year. These longitudinal trends should continue to be examined in future years.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
K	8	9	24	+15
2	30	37	30	-7
3	38	35	39	-4
4	33	36	29	-7
5	31	24	24	0
6	20	17	16	-1
7	10	10	24	+14
8	8	29	26	-3
10	10	17	19	+2
11	13	13	14	+1
12	5	12	8	-4

Net Changes = +4, -6

Figure E-1. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS NOT SERVED BY A MIGRANT PROGRAM TEACHER DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
K	62	22	38	+16
2	29	44	39	-5
3	14	37	43	+6
4	16	28	22	-6
5	11	10	14	+4
6	16	24	28	+4
7	18	19	25	+6
8	8	18	23	+5
10	6	17	26	+9
11	4	17	17	0
12	5	33	36	+3

Net Changes = +8, -2

Figure E-2. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER ONE YEAR DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
K	29	19	24	+5
2	28	52	43	-9
3	13	29	38	+9
4	18	27	24	-3
5	11	15	12	-3
6	4	11	10	-1
7	5	48	56	+8
8	12	21	21	0
10	13	17	13	-4
11	6	8	10	+2
12	8	7	10	+3

Net Change = +5, -5

Figure E-3. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER TWO YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
2	12	26	21	-5
3	13	38	40	+2
4	8	36	35	-1
5	6	23	14	-9
6	9	22	23	+1
7	12	35	43	+8
8	12	20	18	-2
10	10	14	10	-4
11	7	14	9	-5
12	5	10	6	-4

Net Change = +3, -7

Figure E-4. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTAL, BY GRADE, FOR MIGRANT STUDENTS SERVED A MIGRANT PROGRAM TEACHER THREE YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
2	12	40	41	+1
3	8	25	24	-1
4	9	20	21	+1
5	5	13	17	+4
6	7	31	30	-1
7	11	21	32	+11
8	5	20	14	-6
10	6	15	8	-7
11	9	10	15	+5
12	6	6	7	+1

Net Change = +6, -4

Figure E-5. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTAL, BY GRADE, FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER ALL FOUR YEARS OF THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
K	8	8	24	+16
2	13	15	17	+2
3	18	13	28	+15
4	14	18	13	-5
5	19	7	12	+5
6	13	12	13	+1
7	10	9	20	+11
8	5	21	18	-3
10	8	12	15	+3
11	12	12	13	+1
12	5	12	8	-4

Net Change = +8, -3

Figure E-6. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE NOT SERVED BY A MIGRANT PROGRAM TEACHER DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
K	42	12	22	+10
2	12	18	14	-4
3	6	14	27	+13
4	9	12	14	+2
5	8	8	9	+1
6	10	13	16	+3
7	14	14	16	+2
8	6	10	19	+9
10	4	8	13	+5
11	-	-	-	-
12	-	-	-	-

Net Change = +8, -1

Figure E-7. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER ONE YEAR DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
K	25	12	19	+7
2	8	17	25	+8
3	8	17	18	+1
4	10	17	12	-5
5	9	13	11	-2
6	-	-	-	-
7	-	-	-	-
8	10	21	19	-2
10	13	14	10	-4
11	6	6	7	+1
12	8	7	10	+3

Net Change = +5, -4

Figure E-8. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS, (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER TWO YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
2	7	20	14	-6
3	4	11	25	+14
4	4	18	14	-4
5	4	8	2	-6
6	5	5	13	+8
7	6	9	23	+14
8	11	18	17	-1
10	11	13	9	-4
11	7	14	9	-5
12	5	10	6	-4

Net Change = +3, -7

Figure E-9. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS, BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER THREE YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
2	-	-	-	-
3	5	13	23	+10
4	6	18	19	+1
5	5	13	17	+4
6	4	8	10	+2
7	9	17	24	+7
8	5	20	14	-6
10	6	15	8	-7
11	10	10	15	+5
12	6	6	7	+1

Net Change = +7, -2

Figure E-10. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS, BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER ALL FOUR YEARS OF THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
K	560	14	26	+12
2	636	41	35	-6
3	633	35	38	+3
4	667	29	24	-5
5	649	25	25	0
6	546	24	24	0
7	586	22	28	+6
8	489	24	25	+1
10	305	15	14	-1
11	247	16	15	-1
12	177	14	12	-2

Net Changes = +4, -5

Figure E-11. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR AISD LOW-INCOME, HISPANIC STUDENTS.

Grade	Number of Students	Pretest Median % ile	Posttest Median % ile	Change Pre to Post
K	412	10	18	+8
2	235	16	16	0
3	291	16	20	+4
4	353	14	13	-1
5	357	12	13	+1
6	324	11	13	+2
7	355	12	16	+4
8	300	15	16	+1
10	238	10	11	+1
11	187	10	11	+1
12	133	10	8	-2

Net Changes = +8, -2

Figure E-12. PRETEST (1981) MEDIAN, POSTTEST (1982) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR AISD LOW-INCOME, HISPANIC STUDENTS WHO SCORED AT OR BELOW THE 30TH %ILE ON THE PRETEST.

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 1 OF 2

LABEL ID EVØMIG82 TAPE NO. Most recent

BY: Anna Beeson

BLOCKSIZE _____ CHARACTERS _____

DATE CREATED: 3/25/82

RECORD SIZE 210 CHARACTERS _____

SUG. SCRATCH DATE: Ongoing

_____

DENSITY _____ BPI

SEQUENCE ID, name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG

1981-82 Migrant Master File

	NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
	3	1	3		File Designation	'ARS'
	3	4	6		School Code	(Current)
	2	7	8		Grade	(Current)
	20	9	28		Name	
	7	29	35		AISD ID	
	1	36	36		Sex	
	1	37	37		Ethnicity	1=AM Ind; 2=Asian; 3=Black; 4=Hispanic; 5=Anglo
	6	38	43		Birthdate	
	1	44	44		Flag	G=Graduated; A=Withdrawn 30/31; W=Withdrawn; P=Parent req.drop
	33	45	77		Address	(Same as STUD-file)
	5	78	82		Zip Code	
	6	83	88		Eligibility date	
	6	89	94		Termination date	
	4	95	98		Registration date	
	1	99	99		Migrant Status	1-6
	3	100	102	1981-82	Total Days Served	(To Date)
	1	103	103		Parent Participation	1= 1 Parent 2= 2 Parents; 4 or Ø=No Parents
	1	104	104	4 = Not Served 1 = Served	Medical Expense	- All but Dentist
	1	105	105	"	Medical Expense	- Dentist
	1	106	106		Served by Health Svcs.	
	1	107	107	1981/82	Service Status	1=Served; Ø = Not Served
	11	108	118		MSRTS Code	8 character numeric ID 3 character mnemonic code
A	3	119	121	1981/82	Achievement scores	Fall Reading Total RS
B	3	122	124	1981/82	Achievement scores	Fall Reading Total Zile
C	4	125	128	1981/82	Achievement scores	Fall Reading Total G.E.
D	10	129	138	Repeats fields A-C for Spring 1981-82		
E	2	139	140	1980-81	Grade	
F	1	141	141	1980-81	Service Status	1 = Served
G	20	142	161	Repeats Fields A-D for 1980-81		
	23	162	184	Repeats fields E-G for 1979-80		

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 2 OF 2

LABEL ID EVØMIG82 TAPE NO. Most Recent

BY: Anna Beeson

BLOCKSIZE _____ CHARACTERS _____

DATE CREATED: 3/25/82

RECORD SIZE _____ CHARACTERS _____

SUG. SCRATCH DATE: _____

DENSITY _____ BPI

SEQUENCE ID, Name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG
1981-82 Migrant Master File

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
23	185	207	Repeats fields E-G for 1978-79		
3	208	210		1982-83 School	(Projected for next year)

TITLE I MIGRANT

APPENDIX F

MIGRANT STUDENT MASTER FILE

Data File Description: Migrant Student Master File (MIG'82)

Brief description of the data file:

The Migrant Student Master File contains the following information for each student in AISD who has registered for the Migrant Program: name, grade, location, AISD ID, sex, ethnicity, birthdate, address, eligibility date, termination date, registration date, migrant status, total days served (1981-82), parental participation, medical and dental expense, service status (1981-82), achievement test scores for 1981-82 and back through 1978-79 (if available), and projected school for 1982-83.

Which students or other individuals are included on the file?

All students who are registered in the Migrant Program.

How often is information on the file added, deleted, or updated?

Each time a new student is registered, or more current, up-to-date information is available.

Who is responsible for changing or adding information to the file?

The Migrant Program Programmer and Evaluator.

How was the information contained on the file gathered?

The file is built based on eligibility forms signed by the students' parents indicating their qualifications as migrants. Updated information on students is also obtained from the District's Student Master File, teachers, and other school staff.

Are there problems with the information on the file that may affect the validity of the data?

Not applicable.

What data are available concerning the accuracy and reliability of the information on the file?

Data are constantly updated as more current information is made available.

Are there normative or historical data available for interpreting the results?

No.

Brief description of the file layout:

The file has all the data fields indicated in the description above.

MIGRANT STUDENT MASTER FILE

Purpose

The Migrant Student Master File (Mig '82) was created to provide a master list of all eligible Migrant Program students in the District. All data files used in this evaluation were matched with this file. The main purpose of this appendix is to document the development of and use of this file.

> Decision Question D2. Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?
>
> > Evaluation Question D2-6: What number and percent of students eligible for Migrant services received supplementary instruction from another source?

Procedure

Mig'82 was created with data in the format in Attachment F-1. The file was created in the summer of 1981 by taking Mig'81 and keeping all students who were still eligible for service in 1981-82. The service status was set to zero (not served) for all records. Additional students were added to the file when a copy of their eligibility form was received. The eligibility form was developed by the National Migrant Office. The form, an explanation of its use, and how to complete it are included in Attachment F-2.

Whenever a new eligibility form was received, the data were coded in the file format in Attachment F-1 and added to Mig'82 which is on tape at AISD labeled EVØMIG82. This year longitudinal records were added to the file. Attachment F-3 is the file format for Mig'82. The file goes back to data available from 1978-79. It includes wherever available past achievement test data, past grade, and past service status.

Frequently throughout the year, Mig'82 was checked against the data on the migrant students on the District's Student Master File. Program MG-MGUPD matches Mig'82 against the District's file and corrects any mismatches.

After each of the six six-weeks periods, the service status on Mig'82 was updated based on the data from the Migrant Student Attendance Record (see Appendix G). Whenever students were on the attendance records, but not on Mig'82, the Title I/Migrant Administrator or the MSRTS Clerk were contacted to provide copies of eligibility forms for these students. Attachment F-4 is an example of the correspondence sent. When only a few forms were lacking, the Evaluator just called MSRTS Clerk to request copies of the forms.

In addition to providing the main records on eligible migrant students in the District, this file was used to generate a variety of service and other reports for various District personnel. These reports included producing labels for mailouts, free or reduced-priced lunch numbers, projected schools lists. current VS former migrant numbers and locations, numbers of migrant students for the annual Superintendent's Report, etc. Attachments F-5 through

7-9 are examples of some of the correspondence sent relating to these service reports. Additionally the General Accounting Office (GAO) was doing a review of the Migrant Program and AISD was chosen as a "sample" school district to examine. Various data regarding the migrant students were given to them using data from Mig'82.

The number of students on Mig'82 varied over each of the six six-weeks periods. The figures were: 1653 students - the first six weeks; 1684 students - the second six weeks; 1739 students - the third six weeks; 1688 students - the fourth six weeks; 1637 students - the fifth six weeks; and 1636 students - the sixth six weeks. The variations in numbers reflect the adding and dropping of students from the program.

MIGRANT STUDENT MASTER FILE '82

SCHOOL CODE (1-3)

GRADE (4-5)

NAME (LAST NAME SPACE FIRST NAME) (6-25)

A. I. S. D. I. D. (26-32)

SEX (33)

ETH. (34)

BIRTH DATE (35-40)

ADDRESS (41-63)

ELIG. DATE (64-69)

TERM. DATE (70-75)

REGIS. DATE (76-79)

MIG. STATUS (80)

MSRTS # _____

Identifying and Certifying the Eligibility of Migrant Students

I. The purpose of the Migrant Education Program is to provide supplementary academic and student services for children whose education is, or has been, interupted as a result of the mobility of their lifestyle. Identification of a student who meets the eligibility criteria specified in Public Law 95-561 and subsequent Federal Regulations dated April 3, 1980, qualifies that student to receive special assistance from migrant funded teachers and aides based on the identified needs of each student in addition to the education programs provided by the state of Texas.

In order to "supplement" the program in operation in each school district students may receive assistance in language development, reading, math, and other subject areas as well as health and clothing services. The services a child receives will be supportive of the program he/she is receiving in the classroom. The regular teacher and the migrant teacher and/or aide will work together to help each student learn. If the regular teacher is working on addition in her classroom, the migrant teacher will also be working with addition so that each student will be able to learn what is needed each step of the way. In addition to the instructional and student services made available to eligible migrant students, parents are able to become more involved with and learn more about the school program by participating in parental involvement programs provided by most districts. Each district is also required to implement a Parent Advisory Council whose job it is to assist the school in planning, implementing and evaluating the migrant education program. Migrant parents are encouraged to participate in helping ensure a quality education for their children.

II. Because students often are enrolled in several schools during the year, a way was needed to inform each of the schools in which the student was enrolling what the student was working on when he/she left the district. It was also necessary for each school to know what immunizations and sometimes what health problems a student had in order that the student could receive health services if needed.

In an effort to provide continuity in education and health services for migrant students, the Migrant Student Record Transfer System (MSRTS) was implemented. This is a computer system which enables a school district to send the educational and health records of a student to the central computer base in Little Rock, Arkansas when he/she withdraws from school. When the student enrolls in a different or new school, the new school is able to obtain any educational and health information available so that the student will be able to continue with his/her studies.

III. <u>Before a student can participate in a migrant education program, it must be determined if the student meets the eligibility criteria established by Public Law 95-561 and further defined in Volume 45, No. 66 of the Federal Register dated Thursday, April 3, 1980, section 116d.3</u>.

Program definitions pertinent to identification of eligible students include:

(1) "Agricultural activity" means--

(i) Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence;

(ii) Any activity directly related to the cultivation or harvesting of trees; or

(iii) Any activity directly related to fish farms.

(2) "Currently migratory child" means a child--

(i) Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and

(ii) Who has moved within the past 12 months from one school district to another--or, in a State that is comprised of a single school district, has moved from one school administrative area to another--to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceeding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

(3) "Fishing activity" means any activity directly related to the catching or processing of fish of shellfish for initial commercial sale or as a principal means of personal subsistence.

(4)(i) "Formerly migratory child" means a child who--

(A) Was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child;

(B) Lives in an area served by a migrant education project; and

(C) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

(ii) There is a total of six years of program eligibility--a one year status as a "currently migratory child" and up to five additional years as a "formerly migratory child."

(5) "Guardian" means--

(i) A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law; or

(ii) A person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or

(iii) A person standing in the place of a parent to a child.

(6) "Migratory agricultural worker" means a person who has moved within the past 12 months from one school district to another--or, in a State that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

(7) "Migratory fisher" means a person who has moved within the past 12 months from one school district to another--or in a State that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in a fishing activity.

IV. As you will note, the Certificate of Eligibility has been revised to provide more definitive information in determining student eligibility and has been divided into two distinct sections, Section A and Section B.

Section A must be completed each year for all currently migrant students (Status 1, 2, 4, and 5). Part A must also be completed for newly identified formerly migratory students (Status 3 and 6) only if the student(s) has never been identified previously.

Section B is to be completed for newly identified students only no matter the status (1, 2, 3, 4, 5, 6). It will be necessary to obtain the information contained in Part B only one time for each student identified. Certain information (Items 9-17) may be updated as the occasion requires.

It is extremely important that the information be accurate on the Certificate of Eligibility since the original white copy of the form is a legal document and must be retained by the district, or in the case of Cooperatives, by the fiscal agent, as part of the documentation needed during an audit and/or monitoring of the program by state or federal monitors.

Once the information has been completed, the pink copy of the document must be given to the parent or guardian who provided the information and whose signature is on the form.

The second, or yellow copy, of the form is to be sent to the terminal site for newly identified students only. Both sections, A and B, must be completed in this instance.

A copy of the Certificate of Eligibility and an explanation of each of the data elements follows.

Section A

1. Enter the name of the school district.

2. Enter the student number and mnemonic from the student's latest academic record.

3. Enter the name of the campus on which this student is enrolled or would be enrolled.

4. Enter the campus I.D., a four letter code.

5. Circle the status of the student only after obtaining the information for items 9, 10, 11, 12, 13, 14, and 15.

   Status 1: interstate (out-of-state) agricultural activity
   Status 2: intrastate (in-state) agricultural activity
   Status 3: formerly migrant agricultural activity
   Status 4: interstate (out-of-state) fishing activity
   Status 5: intrastate (in-state) fishing activity
   Status 6: formerly migrant fishing activity

6. Enter the grade in which this student is or would be enrolled.

7. Enter the date of school enrollment (if applicable).

8. Record the student's first name, middle initial, and last name. If the student has a nickname, please put it in parenthesis above the student's first name.

9. Circle appropriate identifier. If a child traveled out of state, the word "state" should be circled. If a child is traveling from a district here in Texas, the word "school district" should be circled.

10. Record the date the student traveled across state or school district boundaries.

Items 11 and 12 define a student's eligibility in terms of inter and intrastate criteria.

11. Record the city and state from which the student traveled on the date indicated in item 10. This is the student's last or latest move. In many instances this will be the student's homebase.

12. Record the city and state moved to on the date indicated in item 10.

13. Record the name of the person or persons who were seeking temporary or seasonal employment.

14. Circle the descriptor which identifies the relationship of the worker to the student.

    Examples: If the child is circled, the student's own name would be recorded.

    If the child and the child's parent or guardian were both circled, only the name of the parent or guardian would be recorded.

If the child and a member of the child's immediate family were both circled, only the name of the family member would be recorded.

If the child's parent or guardian is circled, the child's parent or guardian's name would be recorded.

If a member of the child's immediate family is circled, then the name of that family member should be recorded.

15. Identify the type of employment (tomato harvest/citrus harvest/shrimping/picking cotton/cherry picking, etc.).

16. Circle the appropriate identifier.

17. Record the date of arrival in this state or district. This date is extremely important since:

    - this is the date on which the student will begin generating funds for the state; and

    - this is the date utilized to determine the period of years of eligibility this student has in the event his/her family ceases to migrate.

    Example: Juan Tamez and his parents left homebase on April 14, 1979 enroute to New York state to pick onions. They returned to homebase on October 1, 1980. Juan and his parents did not migrate between October 1, 1980, and October 1, 1981, therefore Juan assumed formerly migrant status on October 1, 1981. His eligibility will terminate on October 1, 1986.

18. Record the city and state from which the student is arriving.

19. The name of the person obtaining this information is to be recorded.

20. The signature of the person supplying this information must be affixed.

21. The date the signature was obtained should be recorded.

22. Check the appropriate space to indicate the language used to explain the purpose of the Migrant Education Program, Migrant Student Record Transfer System, and this document.

23. The relationship of the person supplying this information should be recorded.

Section B -- Newly identified students or Updating information

1-3. Record the student's last name, first name and middle initial. If the student has a nickname enter it in parenthesis above the student's first name.

4. Indicate the sex of the student by placing an X in the appropriate box.

5. Enter the birthdate of the student.

6. Enter the name of the student's father and mother. Include last names only if different from that of the student.

7. Indicate the method used to verify the student's birthdate.

8. Enter the birthplace of the student. If the student was born outside the U.S., enter the city and country of birth.

9. Enter the name of the student's homebase city and state (hometown).

10. Enter the grade in which the student is or will be enrolled in this district.

11. Circle the number which identifies the status of the student. (Refer to Section A, item 5).

12. Enter the student's current address. Include the street name and number or a geographic identifier if a street address is not available.

    Examples: 1/4 mile west of Peyton Gin; 4 miles east on Rabb Road, then 1/2 mile north on Wiley; 2 miles south on FM 1608.

13. Enter the date the student arrived in the state/school district. (Refer to Section A, item 17).

14. Enter the date the student enrolled in this school (Refer to Section A, item 7).

15. Enter the name of the student's guardian if applicable.

16. For Status 3 or 6 students only, enter the date when the student's eligibility will terminate. This date is determined by adding 5 years to the date that a student ceases to migrate or by adding 6 years to the date of the student's last qualifying move.

    Example: Jose Campos and his parents moved into school district X on June 1, 1979, in order for his father to obtain temporary employment in the tomato harvest. After the harvest was over, his father became an employee of a local service station. Jose was still in the district on June 1, 1980. Because his family did not migrate during the 12 months between June 1, 1979, and June 1, 1980, Jose became classified as a "settled out" or formerly migrant student.

    Jose's eligibility termination date can be figured in two ways. By adding 6 years to Jose's last migratory movement date (June 1, 1979) his eligibility will terminate June 1, 1985. Or, by adding 5 years to the date Jose's family had been in the district for 12 months (June 1, 1980) his eligibility will still terminate June 1, 1985.

17. For Status 1, 2, 4 or 5 students only, enter the name and code number of the migrant education program in which the student will be enrolled in this district.

V. As in the past, the Certificate of Eligibility has been printed on three part carbonless paper.

Once the Certificate of Eligibility has been completed, the pink copy of the certificate must be given to the person who provided the information and whose signature is on the form.

The original copy must be retained by the district or fiscal administrative agent as part of the auditable files.

Please note: The yellow copy of the Certificate of Eligibility will be sent forward to the terminal site for newly identified students only. The procedure which follows should be implemented.

A. Students who are returning to the district who were enrolled in the district during the year prior to the current year.

1. Complete Section A of the Certificate of Eligibility.

2. Enter the student in MSRTS by updating the student's most current Academic Record which the district received when the student withdrew the prior year. Record, using red ink, the information needed to update previous information.

Items which will require updating upon enrollment include:

- Arrival date in state/school district (Section A, item 7)
- Campus assignment and grade level if changed (Section A, items 3, 4, and 5)
- Date of school enrollment (Section A, item 7)
- The name and code number of the migrant education program in which the student will be participating

Items which may need to be updated if a change has occurred.

- change in Parent name (Section B, item 6)
- change in guardian name (Section B, item 15)
- change in address (Section B, item 12)

B. Newly identified migrant students (students not previously identified as eligible or students new to the district).

1. Complete Section A of the Certificate of Eligibility.

2. Complete Section B utilizing information obtained for district records (AGR cards, etc.).

3. Complete the logging sheet (see Standardized Procedures for LEAs).

4. Send the yellow copy of the eligibility form forward to the terminal site for transmittal.

SECTION A

(1) EL PASO ISD
(Name of School District)

(2) _____
(Student I.D., Number Mnemonic)

(3) Alamito Elem (4) _____
(Campus) (Campus I.D.)

TEXAS EDUCATION AGENCY
Division of Migrant Education
Certificate of Eligibility
School Year 78-79

(5) Migrant Status: (1) 2 3 4 5 6
(Circle)

(6) 3 (7) 10-3-78
(Grade) (School Enrollment Date)

This is to certify that (8) Ramiro Barrios Saucedo (Miro) last traveled across (9) [State/School District] boundaries on (10) 05-30-78
(Name of Student) (Circle) (Mo/Day/Yr)

from (11) EL PASO, TX to (12) Sunnyside Washington to enable (13) Tiburcio Saucedo
(City/State—last move) (City/State—Destination) (Name of Worker)

(14) [the child/the child's parent/or guardian/or a member of the child's immediate family] to obtain temporary or seasonal employment in
(Circle)

(15) Tomato Picking The above named student arrived in this (16) [State/School District] on (17) 9-1-78
(Type of Work) (Circle) (Mo/Day/Yr)

from (18) Sunnyside, Washington
(City/State)

The purpose of the Migrant Education Program and the Migrant Student Record Transfer System has been explained to me. It is understood that school and health records will be transferred to other school districts in which a student is enrolled and that these records will be made available to me upon request. I understand that in order for a child to be eligible for the migrant education program, the parent or guardian of the child must be, or must have been, a migratory agricultural worker or a migratory fisher.

(19) _____ (20) _____ (21) _____
(Signature of person obtaining the information on this form.) (Signature of Parent or Guardian) (Date)

(22) Language used to explain the contents of this document (23) _____
(Relationship)

___ Spanish ___ English ___ Other (Specify)

SECTION B This section is to be completed for newly identified students or to update information for previously identified students.

(1) _____ (2) _____ (3) _____ (4) Male ☐ Female ☐ (5) Birthdate: _____
(Last Name) (First Name) (Middle I.) (Mo/Day/Yr)

(6) Parent Information _____
(Name of Father)
_____
(Name of Mother)

(7) Verification ☐ Birth Certificate ☐ Document ☐ None ☐ Other

(8) Birthplace: _____
(City/County-Country/State)

(9) Homebase: _____ / _____
(City and State)

(10) Grade _____

(11) Migrant Status: 1 2 3 4 5 6
(Circle)

(12) Current Address: _____
(Street Address and Number)
_____
(City/State/Zip Code) (Telephone No.)

No Box geographic identification if no box

(13) State/School _____
Arrival Date: _____
(Mo/Day/Yr)

(14) School Enrollment Date: _____
(Mo/Day/Yr)

(15) Guardian Information: _____
(Male)
_____
(Female)

(16) Eligibility Termination Date: _____
(Status 3 or 6 only) (Mo/Day/Yr)

(17) Special Program _____
(Status 1, 2, 4, 5 only) (Name) (Code) } Migrant only

White—LEA or Fiscal Agent Audit File
Yellow—Terminal Operator (for newly identified students only)
Pink—Parent or Guardian

ADM-080R81

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FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 1 OF 2

LABEL ID EVØMIG82 TAPE NO. Most recent

BY: Anna Beeson

BLOCKSIZE _____ CHARACTERS _____

DATE CREATED: 3/25/82

RECORD SIZE 210 CHARACTERS _____

SUG. SCRATCH DATE: Ongoing

_____

DENSITY _____ BPI

SEQUENCE ID, name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG

1981-82 Migrant Master File

	NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
	3	1	3		File Designation	'ARS'
	3	4	6		School Code	(Current)
	2	7	8		Grade	(Current)
	20	9	28		Name	
	7	29	35		AISD ID	
	1	36	36		Sex	
	1	37	37		Ethnicity	1=AM Ind; 2=Asian; 3=Black; 4=Hispanic; 5=Anglo
	6	38	43		Birthdate	
	1	44	44		Flag	G=Graduated; C=Withdrawn 80/81; W=Withdrawn; P=Parent req.drop
	33	45	77		Address	(Same as STUD-file)
	5	78	82		Zip Code	
	6	83	88		Eligibility date	
	6	89	94		Termination date	
	4	95	98		Registration date	
	1	99	99		Migrant Status	1-6
	3	100	102	1981-82	Total Days Served	(To Date)
	1	103	103		Parent Participation	1= 1 Parent 2= 2 Parents; Ø or Ø=No Parents
	1	104	104	Ø = Not Served 1 = Served	Medical Expense	- All but Dentist
	1	105	105	"	Medical Expense	- Dentist
	1	106	106		Served by Health Svcs.	
	1	107	107	1981/82	Service Status	1=Served; Ø = Not Served
	11	108	118		MSRTS Code	8 character numeric ID 3 character mnemonic code
A	3	119	121	1981/82	Achievement scores	Fall Reading Total RS
B	3	122	124	1981/82	Achievement scores	Fall Reading Total %ile
C	4	125	128	1981/82	Achievement scores	Fall Reading Total G.E.
D	10	129	138	Repeats fields A-C for Spring 1981-82		
E	2	139	140	1980-81	Grade	
F	1	141	141	1980-81	Service Status	1 = Served
G	20	142	161	Repeats Fields A-D for 1980-81		
	23	162	184	Repeats fields E-G for 1979-80		

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 2 OF 2

LABEL ID EVØMIG82 TAPE NO. Most Recent

BY: Anna Beeson

BLOCKSIZE _____ CHARACTERS _____

DATE CREATED: 3/25/82

RECORD SIZE _____ CHARACTERS _____

SUG. SCRATCH DATE: _____

DENSITY _____ BPI

SEQUENCE ID, Name
Ø filled IDs

DESCRIPTION EVØMIG82

REMARKS MEGAMIG
1981-82 Migrant Master File

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
23	185	207	Repeats fields E-G for 1978-79		
3	208	210		1982-83 School	(Projected for next year)

81.26

Attachment F-4
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 25, 1982

TO: Oscar Cantú

FROM: Catherine Christner

SUBJECT: Students Served During the Fourth Six Weeks

Four students were served by a Migrant Program teacher during the fourth six weeks who (according to our records) were dropped from the program due to parent request. See below.

Name	Grade	School	Date of Parent Request
Paula Amaro	7	Fulmore	November, 1981
Susan Mancillas	K	Govalle	February, 1982
Yen H. Pham	7	Martin	February, 1982
Paul Rodriguez	3	Govalle	November, 1981

Is this information correct? If the students have been dropped from the program, then the teachers need to be informed, if not please let us know so we can update our records.

Attached is a list of students (served by Migrant Program teachers) for whom we have no eligibility forms. Please send copies of their eligibility forms.

Thanks.

CC:lg
Enclosure

APPROVED: Freda M Holley
Director, Research and Evaluation

cc: Holly Nelson

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Need Eligibility Forms on These Students:

Name	School	ID	Grade
Arrellano, Charlie	Highland Park	0283979	1
Capuchino, Adrian	Becker	1205311	K
Castelan, Ruben	Becker	1306157	K
Campos, Felicita	Allan	1571321	Pre-K
Cruz, Alicia	Highland Park	1758001	1
Fabian, Moses	Becker	2340304	K
Hernandez, Sonia	Anderson	3459202	12
Lira, Eberto	Highland Park	4637551	2
Lira, Esmeralda	Brooke	4637552	K
Marquez, Javier	Allan	4886694	K
Murrieta, Melinda G.	Brooke	5676301	4
Murrieta, Christopher	Highland Park	5676302	2
Murrieta, Steve	Highland Park	5676303	2
Rodriguez, San Juana	Becker	6855704	K
Sandoval, Jose A.	Cook	7089951	5
Sandoval, Dean	Allan	7089952	2
Sepulveda, Donny	Govalle	7288373	1
Trejo, Arlene	Webb	8104882	6
Trejo, Carol	Webb	8104883	5
Trejo, Connie	Webb	8104884	5
Trejo, Suzanne	Webb	8104885	4
Trevino, Orlanda	Martin	8112081	8

81.26

Attachment F-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 3, 1981

TO: Kathleen Bryan

FROM: Catherine Christner

SUBJECT: Free/Reduced Lunch and Special Education Report on Migrant Students

Enclosed are the numbers we talked about last week. Call me if you have any questions or if you need further information.

CC:lg
Enclosure

APPROVED: _____
Director, Research and Evaluation

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 9, 1982

TO: Holly Nelson

FROM: Catherine Christner

SUBJECT: Lists of Termination Dates

Enclosed are the two printouts you requested - one of currently migrant students, by school, listed in order of their termination dates and the other of formerly migrant students, by school, listed in order of their termination dates.

In the near future we'll update the MSRTS numbers, so let me know if you want any other printouts at that time.

CC:bw
Enc.
cc: Oscar Cantú

Approved: Freda Holley
Director, Office of Research and Evaluation

81.26

Attachment F-7

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 10, 1982

TO: Oscar Cantú
José Mata

FROM: Catherine Christner CC

SUBJECT: Preliminary Projections of School Locations for Migrant Students in 1982-83

Enclosed are the preliminary projections of locations of migrant students for 1982-83. Remember these data will be constantly updated in the future, so there will be changes. Also the achievement test data are not available (since testing occurs in April) at this time. These data will be available by this summer.

Please call me with any questions.

CC:lg
Enclosures

APPROVED: _____
Director, Research and Evaluation

cc: Lee Laws

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 4, 1982

TO: Oscar Cantú

FROM: Catherine Christner CC

SUBJECT: Migrant Family Mailing Labels

Enclosed are the labels you requested for the pre-K mailout.

CC:lg
Enclosure

cc: Lee Laws

APPROVED: Freda Holley
Director, Research and Evaluation

81.26

Attachment F-9

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 25, 1982

TO: James Candy

FROM: Catherine Christner

SUBJECT: Numbers of Migrant Students in AISD

Oscar Cantú forwarded your request to me for numbers of migrant students for the Superintendent's Report. Enclosed is a copy of a printout which I hope meets your needs. These numbers include all students who were eligible migrants and who were enrolled in AISD at some point during this school year.

Please let me know if you have any questions or other needs in this area.

CC:lg
Enclosure

cc: Oscar Cantú
Lee Laws

APPROVED: Freda Holley
Director, Research and Evaluation

TITLE I MIGRANT

APPENDIX G

MIGRANT STUDENT ATTENDANCE RECORD

Instrument Description: Migrant Student Attendance Record

Brief description of the instrument:

The Migrant Student Attendance Record was computed-generated each six weeks with an up-to-date list of Migrant Program students. The following data were on the form or entered by the teacher: school, teacher, student name, AISD ID, grade, ethnicity, type of instruction, parent participation, and attendance during each day of the six-weeks period.

To whom was the instrument administered?

The attendance records were completed by the Migrant Program teachers on each student they served during each six weeks. This attendance record only reflected service by the Migrant Program teachers - not schoolwide daily attendance of these students.

How many times was the instrument administered?

Daily from August 24, 1981 through May 27, 1982.

When was the instrument administered?

Daily on school days.

Where was the instrument administered?

In a location of the teacher's choice.

Who administered the instrument?

The Migrant Program teachers.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The instrument was developed and modified by the Title I Migrant evaluators, present and past.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT STUDENT ATTENDANCE RECORD

Purpose

The Migrant Student Attendance Record was completed by the Migrant Program teachers in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1-5: Should the Prekindergarten Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-5. How many pre-K students did Migrant Program teachers serve?

a) What number and percent of eligible pre-K students received services from a Migrant Program teacher?

b) What was the average number of pre-K students seen daily by a Migrant Program teacher during each six-weeks period?

c) What was the average number of pre-K students served by a Migrant Program teacher during each six-weeks period?

d) What was the average number of days of instruction received by pre-K students during each six-weeks period?

Evaluation Question D2-4. How many K-12 students did Migrant Program teachers serve?

a) What number and percent of eligible K-12 students received services from a Migrant Program teacher?

b) What was the average number of K-12 students seen daily by a Migrant Program teacher during each six-weeks period?

c) What was the average number of K-12 students served by a Migrant Program teacher during each six-weeks period?

d) What was the average number of days of instruction received by K-12 students during each six-weeks period?

Procedure

Attendance data for students served by a Migrant Program teacher were collected using the Migrant Student Attendance Record (Attachment G-1). At the beginning of the school year the Migrant Program teachers were sent an introductory memo (Attachment G-2) and a set of directions (Attachment G-3), along with the attendance form for the first six weeks. For the first time the form was computer-generated each six weeks (see AISD program MG-AFORMØ1Ø1).

A carbon copy was included so the teachers could have their own record. This way teachers could be provided with updated information during the year and hopefully be saved time because the names of the students (along with identifying information)were already included. Space was provided for additional names to be added by the teacher. New forms were sent to the teachers right before the beginning of each six-weeks period along with a reminder (Attachment G-4) to send in the completed attendance forms from the preceding six weeks.

When the completed forms were returned to ORE, the number of days each student received instructional services was tallied by the Migrant Evaluation Secretary. The attendance records were then keypunched and verified according to the card file layout in Attachment G-5.

The attendance data were stored at AISD and also analyzed here. The attendance data for each six weeks are stored on EVØATT82. Program MG-CSORTØ1Ø2 sorts by ID and name. MGATMCHØ1Ø2 compares the attendance file with the Migrant Program Student Master File (Mig '82). This checks for discrepancies and prints a list of mismatched students and updates the service status code on MIG '82. The attendance file is then checked and corrected by hand. MGATSRTØ1Ø1 sorts by school, grade, and name and calculates the percentages of days served by school, grade, and total. MGATMCHØ1Ø3 merges MIG '82 and the attendance file to build EVØMRGAL (which is updated regularly) and this file contains the data from which the attendance forms for each six weeks are produced (using program MGAFORMØ1Ø1). MGALSRTØ1Ø1 sorts by school, grade, name, and does analyses for summary data for each school, grade, and overall totals. An example of the by-school data produced are in Attachments G-6 through G-8. Attendance summaries for the District for each six weeks are included in Attachments G-9 through G-14.

Results

Evaluation Question D1-5: How many pre-K students did Migrant Program teachers serve?

a) What number and percent of eligible pre-K students received services from a Migrant Program teacher?

A total of 137 eligible pre-K students were served in 1981-82. The percent of eligible students being seen each six weeks ranged from 91.5% to 98.3%. The number of students served is down slightly from the 141 served in 1980-81.

b) What was the average number of pre-K students seen daily by a Migrant Program teacher during a six-weeks period?

Across the six-weeks periods, the average daily attendance was 13 students, down slightly from the 14 students on the average seen in 1980-81. This may be a partial reflection of the smaller class size in 1981-82, than in 1980-81.

c) What was the average number of students served by a Migrant Program teacher during a six-weeks period?

The average number of students served was 120. This is a decrease from the 1980-81 figure of 131 students. This may partially (at least) reflect the limit of class size to 16 in 1981-82, whereas in 1980-81 the limit was 20 students.

d) What was the average number of days of instruction received by pre-K students during a six-weeks period?

The average number of days served was 25. This is up one day from the figure of 24 days in 1980-81.

Evaluation Question D2-4: How many grade K-12 students did Migrant Program teachers serve?

a) What number and percentage of eligible K-12 students received services from a Migrant Program teacher?

Over the entire school year, including students who had withdrawn from school at some point (but who were served) 637 K-12 students were seen by a Migrant Program teacher. See Figure G-1. If just students who were in school the last six weeks are considered, 534 students were seen. This is up from the 1980-81 figure of 517 students.

There continues to be much variance in the number of eligible students served at each level: 60.7%-72.9% of the eligible K-6 students; 69.7%-77.1% of the eligible junior high students; and 45.6% to 53.8% of the eligible senior high students. These same figures for 1980-81 were: 63-77% of the eligible K-6 students; 78-87% of the eligible junior high students; and 33-37% of the eligible senior high students. In comparing the two years, there was a drop in the percent of eligible students served at the K-8 grade levels, while there was an increase in the percent of eligible students served at the senior high level.

b) What was the average number of K-12 students seen daily by a Migrant Program teacher during a six-weeks period?

K-6

The average daily attendance was 28 students per teacher, up from the 22 students seen on the average in 1980-81. This may be a reflection of spreading of teachers across more schools by the Migrant Program, splitting funding sources with other programs such as Title I or SCE, or just having half-time teachers in several cases.

7-8

The average daily attendance at the junior high level was 20 students. This is an increase over the 18 student average in 1980-81. This increase is especially impressive in that only one of the four teachers at this level was

full-time the rest were: 40%, 60%, and 80% time.

9-12

At the senior level, the average daily attendance was 27 students. This is up considerably from the 1980-81 figure of 16 students per teacher.

c) What was the average number of K-12 students served by a Migrant Program teacher during a six-weeks period?

K-6

The average number of students served was 284. This is greater than the average of 246 students served in 1980-81. This may reflect the better apportioning of Migrant Program resources to pay for parttime teachers to reach more students.

7-8

The average number of junior high students seen was 78. This is up one student from the 1980-81 level of 77.

9-12

An average of 108 senior high students were seen. This is a considerable increase over the average of 75 students seen in 1980-81. This partially reflects a full year of having a teacher at Crockett (she began in the spring of 1981).

As in previous years, the teaching loads at this level varied greatly among the teachers from a low of 17 to a high of 37 students.

d) What was the average number of days of instruction received by K-12 students during a six-weeks period?

K-6

Eighteen days was the average number of days K-6 students were served. This is a one day decrease from the average of 19 days for K-6 students in 1980-81.

7-8

The junior high students on the average were served 20 days. This is a slight increase over the 19 day average for 1980-81.

9-12

The 9th-12th graders received an average of 21 days of instruction per six weeks. This is down one day from the 22 days seen, on the average, from 1980-81.

Miscellaneous

Attachments G-9 through G-14 are summary data charts for each six-weeks period in 1981-82. They contain the data used to complete the figures mentioned heretofore for 1981-82.

In Figure G-1 are the figures for the total number of days seen by students at each grade level. The numbers confirm the relative stability of the population in that 56% were seen for 91 days or more. These figures are similar to the 1980-81 figures. The pre-K children were the more stable group, 83.7% of them being served 91 or more days. The kindergarten children were the least stable with only 21.5% being seen for 91 days or more.

In Figure G-2 are given the number of students served by grade and ethnicity. Ninety-three and four-tenths percent of those seen were of Hispanic background.

GRADE	1-15 DAYS	16-30 DAYS	31-90 DAYS	91 OR MORE	TOTAL
-1	5 (3.7%)	3 (2.2%)	14 (10.4%)	113 (83.7%)	135
0	24 (30.4%)	9 (11.4%)	29 (36.7%)	17 (21.5%)	79
1	8 (8.7%)	2 (2.2%)	37 (40.2%)	45 (48.9%)	92
2	2 (3.3%)	3 (4.9%)	13 (21.3%)	43 (70.5%)	61
3	4 (9.5%)	0 (0.0%)	14 (33.3%)	24 (57.1%)	42
4	6 (11.8%)	2 (3.9%)	13 (25.5%)	30 (58.8%)	51
5	1 (2.7%)	1 (2.7%)	15 (40.5%)	20 (54.1%)	37
6	2 (6.9%)	0 (0.0%)	6 (20.7%)	21 (72.4%)	29
7	3 (5.9%)	1 (2.0%)	8 (15.7%)	39 (76.5%)	51
8	6 (14.6%)	3 (7.3%)	20 (48.8%)	12 (29.3%)	41
9	9 (11.4%)	8 (11.4%)	22 (31.4%)	32 (45.7%)	70
10	8 (20.5%)	3 (7.7%)	11 (28.2%)	17 (43.6%)	39
11	3 (11.1%)	2 (7.4%)	11 (40.7%)	11 (40.7%)	27
12	6 (33.3%)	0 (0.0%)	4 (22.2%)	8 (44.4%)	18
TOTAL	86 (11.1%)	37 (4.8%)	217 (28.1%)	432 (56.0%)	772

Figure G-1. NUMBER OF STUDENTS RECEIVING INSTRUCTIONAL SERVICES BY MIGRANT PROGRAM TEACHERS AT SOME POINT DURING 1981-82, BROKEN DOWN BY NUMBER OF DAYS OF SERVICE.

Grade	ETHNICITY					
	Amer. Indian	Black	Other	Hispanic	Anglo	Total
Pre-K	0	2	0	128	5	135
K	0	2	1	62	14	79
1	1	1	2	86	2	92
2	0	4	0	56	1	61
3	0	0	0	41	1	42
4	0	0	1	49	1	51
5	0	0	0	36	1	37
6	0	0	0	29	0	29
Elementary	1	7	4	359	20	391
7	0	1	1	49	0	51
8	0	1	0	39	1	41
Junior High	0	2	1	88	1	92
9	0	4	0	64	2	70
10	0	0	0	39	0	39
11	0	1	0	26	0	27
12	0	1	0	17	0	18
Senior High	0	6	0	146	2	154
Total	1	17	5	721	28	772

Figure G-2. NUMBER OF ELIGIBLE MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER AT SOME POINT DURING 1981-82, BY GRADE AND ETHNICITY.

MIGRANT STUDENT ATTENDANCE RECORD

08/20/81

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

SCHOOL: CROCKETT HIGH SCHOOL (008)
TEACHER: VELMA MANCHACA

INSTRUCTION CODE: 1=STUDENT LEAVES REGULAR CLASS (LAB OR RESOURCE ROOM)
2=MIGRANT TEACHER ENTERS REGULAR CLASSROOM (TEAMING)
3=STUDENT REGISTERED FOR SPECIAL MIGRANT CLASS
4=OTHER (SPECIFY) _____

ATTENDANCE CODE: X=STUDENT DOES NOT RECEIVE SERVICE
/=STUDENT RECEIVES SERVICES

PARENTAL PARTICIPATION: 0=NO PARENTAL PARTICIPATION
1=ONE PARENT PARTICIPATION
2=TWO PARENT PARTICIPATION

1ST 6 WEEKS - AUG 24 THRU OCT 2, 1981

STUDENT NAME	AISD ID	GRD	ETH	INST	ATTENDANCE AUG 24	25	26	27	28	31	SEPT 1	2	3	4	*	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	OCT 1	2	PAR	PART	FOR ORE USE X	/
XXXXXXXXXXXX	0158602	12	4																																			
XXXXXXXXXXXXXX	0405802	12	4																																			
XXXXXXXXXXXXXXXXX	2309603	12	4																																			
XXXXXXXXXX	3780005	12	4																																			

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141

Attachment G-1

81.26 Attachment G-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

August 19, 1981

TO: Title I Migrant Teachers

FROM: Catherine Christner, Title I Migrant Evaluator

SUBJECT: Migrant Student Attendance Records for 1981-82

Accompanying this memo are the Migrant Student Attendance Records for the first six-weeks period of 1981-82. They have been changed considerably since last year. In order to save you time we have computer generated the forms with the students' names, IDs, grades, and ethnicities already completed. Additional space is included to add students who are not listed, but whom you are serving. This list will be updated for each of the six weeks periods as we get additional information from you, the District's Student Master File, or the Migrant Program.

These forms should also serve to remind you of the eligible migrant students at your school.

Please read the enclosed directions very carefully before completing the forms. I have enclosed an example of a completed form for additional clarification. If you have any questions please feel free to call me.

The week before each new six-weeks period you will receive a reminder from me to send in your Attendance Records plus a new set of Attendance Records for the next six weeks. Please send me the original of the completed forms and keep the carbon copy for your records.

Your cooperation and assistance in this matter is greatly appreciated.

CC:lg
Enclosures

APPROVED: Freda M Holley
Director, Research and Evaluation

APPROVED: W. David Hill
Acting Assistant Superintendent for Secondary Education

APPROVED: Ruth MacAllister
Assistant Superintendent for Elementary Education

cc: Lawrence Buford
Lee Laws
Oscar Cantú
Maud Sims
Timy Baranoff
José Mata
Principals of Schools with Migrant Teachers
J. M. Richard
Hermelinda Rodriguez

INSTRUCTIONS: MIGRANT STUDENT ATTENDANCE RECORD

The Migrant Student Attendance Records should be completed for each of the following six-weeks periods:

First six-weeks period August 24, 1981 -- October 2, 1981
Second six-weeks period October 5, 1981 -- November 13, 1981
Third six-weeks period November 15, 1981 -- January 13, 1982
Fourth six-weeks period January 18, 1982 -- February 26, 1982
Fifth six-weeks period March 1, 1982 -- April 16, 1982
Sixth six-weeks period April 19, 1982 -- May 27, 1982

Although the name, AISD ID (if available), grade, and ethnicity will be entered for those students listed, please check this information to be sure it is correct. If it is incorrect or incomplete, cross out what is incorrect and add the correct or additional information.

After each grade there is a break for you to add the names (and other identifying information) of any additional migrant students you have served this six weeks. For students listed who you did not serve at all, just leave the attendance information for them blank.

An example of a completed Attendance Record is included to help clarify how to complete the form.

Complete the Migrant Student Attendance Record daily by following the directions listed below. Include on the form any migrant students you have seen (even if you saw the student only once) during the six-weeks period.

STUDENT NAME: Each student's name should be listed as it appears on the MSRTS blue form. Please put the last name first, then a space, and then put the first name. Do not use nicknames.

AISD ID: This is the District's seven-digit identification code number for each student. It should be listed in the student's cumulative folder.

GRADE (GRD): The student's current grade should be entered here.

ETHNICITY (ETH): Use the following codes to record the students' ethnicities.

1 = American Indian: A person having origins in any of the original peoples of North American.

2 = Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, Viet Nam, the Philippine Islands, and Samoa.

3 = Black, not of Hispanic Origin: A person having origins in any of the black racial groups.

4 = Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture (or origin), regardless of race.

5 = Anglo, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

INSTRUCTION: (INST) The box under this heading is used to record the conditions under which each student receives instruction from the Migrant teacher. Use the following codes to record the type of instruction used for each student served.

1 = Student leaves his/her regular class in order to receive instruction from the Migrant teacher in some other location. (Lab or Resource Room)

2 = Migrant teacher enters the student's regular classroom in order to provide instruction. (Teaming)

3 = Student is registered for a regularly-scheduled class taught by the Migrant teacher.

4 = Other. Please specify what other instructional mode was used. _____.

ATTENDANCE: Under this category is a column for each day in the six-weeks attendance period. Use these columns to record for each student served (sometime during the six-weeks period) the days they were and were not served by the Migrant teacher. Use the following codes:

X = Student does not receive services due to student absence, teacher absence, field trip, staff development, the withdrawal of that student from school, etc.

/ = Student was present this date and received instruction from the Migrant teacher.

PARENT PARTICIPATION: (PAR PART) The column under this heading is used to record parent participation in the Migrant Program. Any of the following activities should be included as parent participation: the parents participated in the classroom; the parents were in a conference with the teacher; and the teacher visited the home of the parent. One of the following three numerical codes should be entered for each student served.

0 = No parental participation.

1 = One parent participated.

2 = Two parents participated.

EXAMPLE

MIGRANT STUDENT ATTENDANCE RECORD

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

SCHOOL: BLUEBONNET HIGH (012)
TEACHER: MIKE MARTINEZ

INSTRUCTION CODE: 1=STUDENT LEAVES REGULAR CLASS (LAB OR RESOURCE ROOM)
2=MIGRANT TEACHER ENTERS REGULAR CLASSROOM (TEAMING)
3=STUDENT REGISTERED FOR SPECIAL MIGRANT CLASS
4=OTHER (SPECIFY) _____

ATTENDANCE CODE: X=STUDENT DOES NOT RECEIVE SERVICE
/=STUDENT RECEIVES SERVICES

PARENTAL PARTICIPATION: 0=NO PARENTAL PARTICIPATION
1=ONE PARENT PARTICIPATION
2=TWO PARENT PARTICIPATION

1ST 6 WEEKS - AUG 24 THRU OCT 2, 1981

STUDENT NAME	AISD ID	GRD	ETH	INST	ATTENDANCE AUG 24	25	26	27	28	31	SEPT 1	2	3	4	*	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	OCT 1	2	PAR	PAR	FOR ORE USE X	/
ALVAREZ ALVIN	0158251	12	4																																			
BENITEZ BENNY	0593471	12	4	2	X	X	X	X	X	/	/	/	/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	0			
COY CONNIE	1683201	12	~~5~~ 3	2	X	/	/	/	/	/	/	/	/	/		/	/	/	X	/	/	/	/	X	/	/	/	/	X	/	/	/	/	X	0			
Esteban Enrique	9999999	12	4	2	X	X	X	X	X	X	X	X	X	X		X	X	X	X	/	/	/	/	/	/	/	/	/	/	/	/	/	X	/	1			

G-14

Attachment G-3
(continued, page 3 of 3)

81.26

Attachment G-4

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TO: Title I Migrant Teachers

FROM: Catherine Christner

SUBJECT: Migrant Student Attendance Record Reminder

This memo is to remind you to please send in your completed Migrant Student Attendance Records. The carbon copies are for your records.

Enclosed are the Attendance Records for the next six weeks.

Thank you for your cooperation.

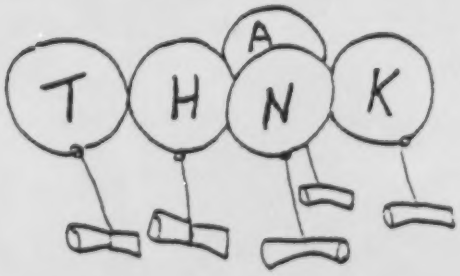
CC:lg
Enclosures

APPROVED: Freda M. Holley
Director, Research and Evaluation

APPROVED: W. David Hill
Acting Assistant Superintendent for Secondary Education

APPROVED: Ruth Mac Allister
Assistant Superintendent for Elementary Education

cc: Lawrence Buford
Lee Laws
Oscar Cantú
Maud Sims
Timy Baranoff
José Mata
Principals of Schools with Migrant Teachers
J. M. Richard
Hermelinda Rodriguez



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FILE ID A / R / T

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

✓AISD EVØATT82 01 0#

YEAR: 1981-82

___UT PF____,____,_____
acct. pass. file name

CONTENTS: Migrant Student Attendance Record

Field	Columns	Description
	1-3	File ID = ART
	4-4	Week: 1 = First 6 weeks; 2 = 2nd 6 weeks; 3 = 3rd 6 weeks, etc.
	5-7	School Code
	8-9	Teacher Code
	10-29	Student Name: Last Name (space) First Name (space) Middle Initial or Name
	30-36	AISD ID Number
	37-38	Grade: Pre-K = -1; K = 00; 1 = 01; 2 = 02; etc.
	39-39	Ethnicity: 1 = American Indian; 2 = Asian; 3 = Black, 4 = Hispanic; 5 = Anglo
	40-40	Type of Instruction: 1 = Lab or Resource Room; 2 = Teaming; 3 = Migrant Class;
		4 = Other
	41-41	Parent Participation: 0 = No parent participation; 1 = One parent participation;
		2 = two parent participation
	42-43	X = Student does not receive sercices (number of X's in box)
	44-45	/ = Student receives services (number of /'s in box)

If a column is blank on the form - leave a blank on the card.

01 = Hermides Biel - Allison
02 = Marie Mayfield - Becker
03 = Linda Rodriguez - Brooke
04 = M. A. Ramirez - Brooke
05 = Shirley Trejo - Dawson
06 = Bonnie Bahr - Dawson
07 = Anna Garza - Govalle
08 = Beth Northrup - Highland Park
09 = Jean Gospin - Metz
10 = Dorothy Martinez - Metz
11 = Susan Webb - Ortega
12 = Ofelia Saucedo - Sanchez
13 = Carol Peterson - Ridgetop
14 = Nelda Alvarado -St. Elmo
15 = Nancy Tovar - Allan
16 = Jo Ann Hinte - Allan
17 = Edelmira Saenz - Zavala
18 = Delia Saenz - Cook
19 = Sylvia Lomas - Webb
20 = Frank Garza - Fulmore Jr. High
21 = Rosi Reyes - O. Henry Jr. High
22 = Velma Menchaca - Porter/Crockett
23 = Shawn Miller - Martin Jr. High
24 = Nabor Flores - Johnston
25 = Nicolas Carrasco - Travis
26 = Debra Roddin - Anderson

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE First SIX WEEKS AT Highland Park

NUMBER OF DAYS IN THIS SIX WEEKS: 29

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Percent of Parent Participation Two Parent
PRE-K										
K										
1	18	78.3%	14.2	48.9%	0%	100%	0%	0%	0%	0%
2	14	82.4%	11.9	41.1%	0%	100%	0%	0%	0%	0%
3	5	83.3%	8.8	30.3%	20%	80%	0%	0%	0%	0%
4										
5										
6										
ELEM.	37	80.4%	12.6	43.4%	2.7%	97.3%	0%	0%	0%	0%
7										
8										
JR. HIGH										
9										
10										
11										
12										
SR. HIGH										
TOTAL										

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE 2nd SIX WEEKS AT Dawson

NUMBER OF DAYS IN THIS SIX WEEKS: 28

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Two Parent
PRE K	16	100%	23.8	84.8%	0.0%	0.0%	100%	0.0%	56.3%	6.3%
K	7	50.0%	24.3	86.7%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
1	7	50.0%	23.6	84.2%	0.0%	100%	0.0%	0.0%	0.0%	0.0%
2	8	57.1%	22.0	78.6%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
3	3	33.3%	21.7	77.4%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
4	5	62.5%	19.4	69.3%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
5	1	20.0%	8.0	28.6%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
6	6	75.0%	23.8	85.1%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
ELEM.	37	51.4%	22.3	79.6%	81.1%	18.9%	0.0%	0.0%	0.0%	0.0%
7										
8										
JR. HIGH										
9										
10										
11										
12										
SR. HIGH										
TOTAL	53	60.2%	22.7	81.1%	56.6%	13.2%	30.2%	0.0%	17.0%	1.9%

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE 5th SIX WEEKS AT Johnston

NUMBER OF DAYS IN THIS SIX WEEKS: 28

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Percent of Parent Participation Two Parent
PRE K										
K										
1										
2										
3										
4										
5										
6										
ELEM.										
7										
8										
JR. HIGH										
9	6	28.6%	22.7	81.0%	0.0%	0.0%	100.0%	0.0%	16.7%	16.7%
10	6	42.9%	26.0	92.9%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
11	2	20.0%	25.0	89.3%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
12	4	33.3%	21.8	77.7%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
SR. HIGH	18	31.6%	23.8	85.1%	0.0%	0.0%	100.0%	0.0%	5.6%	5.6%
TOTAL										

1981-82

Note: Pre-K classes began a week after the first six weeks started.

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE First SIX WEEKS AT AISD

NUMBER OF DAYS IN THIS SIX WEEKS: 29

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Lab	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Percent of Parent Participation Two Parent
PRE-K	123	96.9%	19.8	68.1%	0%	0%	100.0%	0%	68.3%	17.1%
K	33	49.3%	12.4	42.7%	81.8%	15.2%	0%	3.0%	3.0%	3.0%
1	78	74.3%	12.3	42.4%	60.3%	32.1%	0%	7.7%	0%	0%
2	46	63.9%	12.7	43.9%	56.5%	30.4%	0%	13.0%	0%	0%
3	32	51.6%	8.9	30.8%	87.5%	12.5%	0%	0%	0%	0%
4	36	62.1%	15.7	54.1%	80.6%	13.9%	5.6%	0%	0%	0%
5	31	53.5%	17.3	59.7%	77.4%	22.6%	0%	0%	0%	0%
6	22	61.1%	16.5	56.7%	90.9%	9.1%	0%	0%	0%	0%
ELEM.	278	60.7%	13.3	45.9%	72.3%	22.3%	0.7%	4.7%	0.4%	0.4%
7	46	69.7%	21.9	75.5%	0%	60.9%	39.1%	0%	10.9%	0%
8	35	79.6%	14.7	50.5%	17.1%	34.3%	42.9%	5.7%	20.0%	0%
JR. HIGH	81	73.6%	18.8	64.7%	7.4%	49.4%	40.7%	2.5%	14.8%	0%
9	52	49.5%	20.4	70.3%	30.8%	48.1%	17.3%	3.9%	0%	0%
10	26	51.0%	20.9	71.9%	26.9%	50.0%	23.1%	0%	0%	0%
11	22	44.9%	24.3	83.7%	31.8%	13.6%	50.0%	4.6%	0%	0%
12	14	31.1%	15.9	54.7%	42.9%	0%	35.7%	21.4%	0%	0%
SR. HIGH	114	45.6%	20.7	71.3%	31.6%	36.0%	27.2%	5.3%	0%	0%
TOTAL	596	63.1%	16.8	57.9%	40.8%	24.0%	31.7%	3.5%	16.3%	3.7%

81.26

Attachment G-9

G-21

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE 2nd SIX WEEKS AT AISD

NUMBER OF DAYS IN THIS SIX WEEKS: 28

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Lab	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Percent of Parent Participation Two Parent
PRE K	123	97.6%	25.1	89.5%	0.0%	0.0%	100%	0.0%	31.7%	14.6%
K	40	57.1%	18.7	66.9%	82.5%	17.5%	0.0%	0.0%	2.5%	2.5%
1	75	71.4%	21.2	75.6%	69.3%	24.0%	0.0%	6.7%	5.3%	0.0%
2	52	76.5%	21.3	76.1%	76.9%	13.5%	0.0%	9.6%	1.9%	0.0%
3	33	55.9%	19.0	67.9%	100%	0.0%	0.0%	0.0%	3.0%	0.0%
4	39	62.9%	18.2	65.0%	79.5%	20.5%	0.0%	0.0%	5.1%	2.6%
5	30	54.6%	21.0	75.0%	76.7%	23.3%	0.0%	0.0%	0.0%	0.0%
6	20	54.1%	21.6	77.0%	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%
ELEM.	289	63.4%	20.2	72.2%	79.6%	17.0%	0.0%	3.5%	3.1%	0.7%
7	48	71.6%	23.1	82.4%	0.0%	58.3%	39.6%	2.1%	2.1%	2.1%
8	32	74.4%	16.4	58.7%	18.8%	34.4%	40.6%	6.3%	0.0%	0.0%
JR. HIGH	80	72.7%	20.4	73.0%	7.5%	48.8%	40.0%	3.8%	1.3%	1.3%
9	54	52.9%	20.2	72.0%	31.5%	48.2%	20.4%	0.0%	7.4%	1.9%
10	27	51.9%	20.9	74.7%	33.3%	44.4%	22.2%	0.0%	3.7%	0.0%
11	21	46.7%	22.5	80.4%	23.8%	19.1%	57.1%	0.0%	14.3%	0.0%
12	13	28.3%	19.7	70.3%	30.8%	0.0%	69.2%	0.0%	15.4%	0.0%
SR. HIGH	115	46.9%	20.7	74.0%	30.4%	36.5%	33.0%	0.0%	8.7%	0.9%
TOTAL	607	64.8%	21.3	76.1%	44.7%	21.4%	31.8%	2.1%	9.7%	3.6%

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE 3rd SIX WEEKS AT AISD

NUMBER OF DAYS IN THIS SIX WEEKS: 31

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Percent of Parent Participation Two Parent
PRE K	118	91.5%	27.2	87.7%	0.0%	0.0%	100.0%	0.0%	35.3%	9.2%
K	45	57.7%	16.2	52.3%	88.9%	11.1%	0.0%	0.0%	0.0%	2.2%
1	79	79.8%	18.8	60.8%	84.8%	15.2%	0.0%	0.0%	7.6%	0.0%
2	54	76.1%	19.6	63.1%	88.9%	11.1%	0.0%	0.0%	3.7%	0.0%
3	37	64.9%	20.2	65.1%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4	46	75.4%	21.4	69.1%	82.6%	17.4%	0.0%	0.0%	4.4%	0.0%
5	35	62.5%	20.7	66.8%	80.0%	20.0%	0.0%	0.0%	2.9%	0.0%
6	28	68.3%	21.3	68.6%	82.1%	17.9%	0.0%	0.0%	10.7%	0.0%
ELEM.	324	70.0%	19.5	63.0%	86.7%	13.3%	0.0%	0.0%	4.3%	0.3%
7	46	75.4%	25.1	80.9%	0.0%	52.2%	41.3%	6.5%	10.9%	0.0%
8	35	79.6%	16.7	54.0%	0.0%	48.6%	37.1%	14.3%	11.4%	2.9%
JR. HIGH	81	77.1%	21.5	69.3%	0.0%	50.6%	39.5%	9.9%	11.1%	1.2%
9	52	56.5%	20.5	66.1%	30.8%	50.0%	17.3%	1.9%	5.8%	1.9%
10	25	50.0%	23.7	76.4%	28.0%	40.0%	32.0%	0.0%	4.0%	0.0%
11	23	52.3%	21.7	70.1%	34.8%	17.4%	47.8%	0.0%	17.4%	4.4%
12	11	27.5%	23.9	77.1%	27.3%	0.0%	72.7%	0.0%	9.1%	0.0%
SR. HIGH	111	49.1%	21.8	70.3%	30.6%	36.0%	32.4%	0.9%	8.1%	1.8%
TOTAL	634	68.7%	21.6	69.7%	49.6%	19.5%	29.5%	1.4%	11.7%	2.4%

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE 4th SIX WEEKS AT AISD

NUMBER OF DAYS IN THIS SIX WEEKS: 30

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Two Parent
PRE K	121	94.5%	26.9	89.7%	0.0%	0.0%	100.0%	0.0%	26.2%	4.9%
K	37	77.1%	21.6	72.0%	100.0%	0.0%	0.0%	0.0%	0.0%	2.7%
1	70	76.1%	19.9	66.5%	84.3%	15.7%	0.0%	0.0%	4.3%	0.0%
2	50	79.4%	22.7	75.7%	74.0%	22.0%	0.0%	4.0%	2.0%	0.0%
3	35	63.6%	21.3	71.1%	94.3%	5.7%	0.0%	0.0%	0.0%	0.0%
4	41	74.6%	21.5	71.5%	95.1%	4.9%	0.0%	0.0%	12.2%	0.0%
5	30	63.8%	20.0	66.6%	76.7%	23.3%	0.0%	0.0%	6.7%	0.0%
6	25	71.4%	22.5	74.9%	92.0%	8.0%	0.0%	0.0%	16.0%	0.0%
ELEM.	288	72.9%	21.2	70.8%	87.2%	12.2%	0.0%	0.7%	5.2%	0.4%
7	45	72.6%	23.8	79.3%	0.0%	60.0%	40.0%	0.0%	17.8%	0.0%
8	37	80.4%	15.6	51.9%	5.4%	35.1%	51.4%	8.1%	18.9%	2.7%
JR. HIGH	82	75.9%	20.1	67.0%	2.4%	48.8%	45.1%	3.7%	18.3%	1.2%
9	57	66.3%	19.8	66.1%	31.6%	38.6%	29.8%	0.0%	1.8%	1.8%
10	29	59.2%	21.6	71.8%	27.6%	44.8%	24.1%	3.5%	3.5%	0.0%
11	14	34.2%	20.4	67.9%	42.9%	28.6%	21.4%	7.1%	21.4%	0.0%
12	14	38.9%	20.2	67.4%	35.7%	7.1%	42.9%	14.3%	14.3%	0.0%
SR. HIGH	114	53.8%	20.4	68.0%	32.5%	35.1%	29.0%	3.5%	6.1%	0.9%
TOTAL	605	71.8%	22.1	73.6%	47.9%	19.0%	31.7%	1.5%	11.4%	1.5%

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE 5th SIX WEEKS AT AISD

NUMBER OF DAYS IN THIS SIX WEEKS: 28

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Lab	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Two Parent
PRE K	119	96.0%	25.5	91.2%	0.0%	0.0%	100.0%	0.0%	28.6%	13.5%
K	35	71.4%	18.4	65.6%	88.6%	0.0%	11.4%	0.0%	0.0%	2.9%
1	66	75.0%	17.9	64.1%	86.4%	12.1%	1.5%	0.0%	3.0%	0.0%
2	49	77.8%	21.9	78.4%	59.2%	24.5%	14.3%	2.0%	4.1%	2.0%
3	36	66.7%	19.1	68.2%	83.3%	5.6%	11.1%	0.0%	8.3%	0.0%
4	37	68.5%	20.8	74.1%	62.2%	32.4%	5.4%	0.0%	21.6%	0.0%
5	27	58.7%	19.0	68.0%	74.1%	18.5%	7.4%	0.0%	22.2%	0.0%
6	24	72.7%	19.0	67.9%	75.0%	8.3%	16.7%	0.0%	20.8%	0.0%
ELEM.	274	70.8%	19.4	69.4%	75.9%	15.0%	8.8%	0.4%	9.5%	0.7%
7	43	72.9%	23.9	85.5%	0.0%	60.5%	39.5%	0.0%	11.6%	0.0%
8	34	75.6%	16.7	59.5%	0.0%	38.2%	55.9%	5.9%	20.6%	0.0%
JR. HIGH	77	74.0%	20.7	74.0%	0.0%	50.7%	46.8%	2.6%	15.6%	0.0%
9	52	63.4%	20.0	71.4%	11.5%	38.5%	50.0%	0.0%	3.9%	1.9%
10	27	55.1%	21.4	76.5%	11.1%	44.4%	40.7%	3.7%	0.0%	0.0%
11	15	39.5%	20.0	71.4%	20.0%	26.7%	46.7%	6.7%	6.7%	0.0%
12	12	34.3%	20.6	73.5%	8.3%	8.3%	58.3%	25.0%	8.3%	0.0%
SR. HIGH	106	52.0%	20.4	72.9%	12.3%	34.9%	48.1%	4.7%	3.8%	0.9%
TOTAL	576	70.3%	21.1	75.2%	38.4%	20.3%	39.9%	1.4%	13.2%	3.3%

1981-82

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE Sixth SIX WEEKS AT AISD

NUMBER OF DAYS IN THIS SIX WEEKS: 29

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation One Parent	Percent of Parent Participation Two Parent
PRE K	117	98.3%	26.2	90.2%	0.0%	0.0%	100.0%	0.0%	27.4%	23.9%
K	33	73.3%	16.7	57.7%	84.9%	0.0%	15.1%	0.0%	9.1%	12.1%
1	62	74.7%	12.5	43.0%	90.3%	8.1%	1.6%	0.0%	3.2%	0.0%
2	44	74.6%	17.9	61.8%	68.2%	15.9%	15.9%	0.0%	6.8%	2.3%
3	33	62.3%	15.2	52.5%	87.9%	0.0%	12.1%	0.0%	6.1%	3.0%
4	34	69.4%	17.1	59.0%	61.8%	32.4%	5.9%	0.0%	17.7%	8.8%
5	21	50.0%	16.6	57.3%	71.4%	19.1%	9.5%	0.0%	14.3%	4.8%
6	21	67.7%	15.1	52.1%	71.4%	9.5%	19.1%	0.0%	19.1%	9.5%
ELEM.	248	68.5%	15.6	53.7%	78.2%	11.7%	10.1%	0.0%	9.3%	4.8%
7	37	66.1%	24.6	85.0%	0.0%	54.1%	45.9%	0.0%	10.8%	0.0%
8	32	74.4%	16.5	56.8%	0.0%	37.5%	59.4%	3.1%	3.1%	0.0%
JR. HIGH	69	69.7%	20.9	71.9%	0.0%	46.4%	52.2%	1.4%	7.3%	0.0%
9	44	57.9%	20.5	70.6%	22.7%	38.6%	38.7%	0.0%	4.6%	0.0%
10	22	47.8%	22.6	78.1%	9.1%	54.5%	36.4%	0.0%	0.0%	0.0%
11	12	33.3%	18.8	64.9%	25.0%	33.3%	33.3%	8.4%	8.3%	0.0%
12	10	30.3%	21.6	74.5%	10.0%	10.0%	60.0%	20.0%	10.0%	0.0%
SR. HIGH	88	46.1%	20.9	72.1%	18.2%	38.6%	39.8%	3.4%	4.6%	0.0%
TOTAL	522	67.7%	19.6	67.4%	40.2%	18.2%	40.8%	0.8%	12.3%	7.7%

TITLE I MIGRANT

APPENDIX H

SECONDARY TEACHER ACTIVITY RECORD

81.26

Brief description of the instrument:
This observation instrument was designed to collect information on the activities of a high school Migrant Program teacher and a randomly selected student during a class period. The variables observed and coded included: language spoken, class size group size, teacher's mode (management, instruction, monitoring, and planning), student activity (non instructional, instructional on-task, instructional off-task) and materials in use in the class. Additional space was included for notes about the teacher's or student's activities.

To whom was the instrument administered?
All four high school Migrant Program teachers.

How many times was the instrument administered?

Each teacher was observed 10 times. One teacher was absent upon two occasions, so was observed only eight times.

When was the instrument administered?

Between October 20, 1981 and December 16, 1981.

Where was the instrument administered?

In the teachers' classrooms.

Who administered the instrument?

The Title I Migrant Program Evaluator.

What training did the administrators have?

The Evaluator had extensive experience in conducting classroom observations.

Was the instrument administered under standardized conditions?

The classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

ORE staff with feedback from the Migrant Program staff.

What reliability and validity data are available on the instrument?

No reliability and validity data are available.

Are there norm data available for interpreting the results?

No.

170

SECONDARY TEACHER ACTIVITY RECORD (STAR)

PURPOSE

Observations were conducted with the STAR of all high school Migrant Program teachers to answer the following decision and evaluation questions:

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-10: How was the 9-12th grade Migrant Instructional Program implemented?

Procedure

The Secondary Teacher Activity Record (STAR) was developed by ORE staff using ideas from the various observation instruments developed by ORE staff in the past. The final form used is Attachment H-1 and the accompanying directions are Attachment H-2.

The design of the STAR provides for observing the activities of the teacher minute-by-minute while also noting whether a randomly selected student is on-or off-task.

It was decided by ORE that 10 observations per teacher over a variety of periods/ and a variety of days would be enough to do by-class analyses. The observations were all unannounced and were conducted between October 19 and December 11, 1981. Early in the fall a cover letter (Attachment H-3) explaining the observations was sent to the teachers. After receiving their schedules, a master observation calendar was planned. Observations were scheduled such that each teacher was scheduled to be observed twice on each day of the week. The observations were also set so there was as much variety as possible, i.e., for one teacher, 3rd period was not always observed on Fridays. Thus during the observation period, each teacher was observed between one-three times during an average week.

The regular teachers that the Migrant Program teachers (at Anderson & Crockett) team-taught with were sent a memo (Attachment H-4) to advise them of the purpose of the observations.

All observations were completed, except in two cases where one of the teachers was absent. Therefore the summary of this teacher is based on eight observations, not ten.

The observations were keypunched and verified at Southwest Educational Development Laboratory. The card file layout is Attachment H-5.

The observation data are on AISD file STARDØ1Ø1. The program used to summarize the data is AISD file STARØ1Ø1.

Results

Evaluation Question D2-10: How was the 9th-12th grade Migrant Instructional Program implemented?

The results of the observations are summarized in Figure H-1. The following can be noted from this figure:

- The Migrant Program teachers vary in the types of classes they conduct - Crockett is all team-teaching, Anderson is to a large extent team-teaching, students at Johnston are mainly served in special classes, while students at Travis are nearly always served in a lab/resource setting.

- The average class sizes are generally small with Crockett and Anderson at the high end with 14 and 11 while Johnston and Travis were lowest with 4 and 3 respectively.

- The average group size at all four schools was the same as the average class size in that the teachers generally work with the class as a whole.

- English was the predominant language at all schools with no language spoken (silence) being the next most frequent language. At Crockett and Anderson the most Spanish was spoken, reflecting an ESOL class at Crockett and tutoring a Spanish-dominant student at Anderson.

- The teachers' activities varied from school to school. At Anderson, the teacher spent slightly less than half her time instructing, about one fourth of her time monitoring, and one fourth of her time planning. The teacher at Crockett spent the majority of her time in monitoring activities, and lesser amounts of time in planning activities and instructional activities. The Johnston teacher spent the highest percentage of his time (43.6%) in instructional activities, while slightly less than one third of his time was spent in planning activities. At Travis, the teacher spent the majority of time monitoring his students' progress, while his second most frequent type of activities was management tasks.

- In observing the students, several trends could be noted. Travis students had the most non-instructional time in their classes (19%), while the others had 6% or less. Of the instructional time, students at Johnston were most likely to be off-task (11.7% of the time) while students elsewhere were off-task 7.5% of the time or less. At Crockett students were on their instructional tasks the most (88.4% of the time).

- The most frequently used instructional materials across all schools were dittos. All schools, except Johnston used a wide variety of materials - especially library books, reference materials, and texts. At Johnston, in addition to dittos, newspapers were used a majority of the time in the instructional process.

Since the structure of the programs at each school is so varied, a brief description of each was written (Figure H-2). This summary as well as the other summary data was sent to the program staff as well as to the Assistant Superintendent for Secondary Education (Attachment H-6). Also enclosed was a brief summary of what research has shown about the effectiveness of pullout programs (Figure H-4).

SECONDARY TEACHER ACTIVITY RECORD ★

DATE ___/___/___

Observation Code ____ Teacher Code ____
Period ____ Instructional Code ____

notes:

Materials Key
1 a/v material
2 ditto
3 ed. games
4 library bks
5 learning ctr.
6 references
7 texts
8 workbooks
9 other

Array	Time	Language	Class Size	Group Size	mode: Management	mode: Instruction	mode: Monitoring	mode: Planning	st. act.: Non-Inst.	st. act.: Inst./on-task	st. act.: Inst./off-task	Materials in use	notes
1	1												
	2												
	3												
2	4												
	5												
	6												
3	7												
	8												
	9												
4	10												
	11												
	12												
5	13												
	14												
	15												
6	16												
	17												
	18												
7	19												
	20												
	21												
8	22												
	23												
	24												
9	25												
	26												
	27												
10	28												
	29												
	30												

Title I Migrant Program Evaluation — Office of Research and Evaluation — AISD

SECONDARY TEACHER ACTIVITY RECORD ★ DATE ___/___/___

Observation Code ____ Teacher Code ____
Period ____ Instructional Code ____

Materials Key
1 a/v material
2 dittos
3 ed. games
4 library bks
5 learning ctr.
6 references
7 texts
8 workbooks
9 other

ARY	Time	Language	Class Size	Group Size	mode: Management	mode: Instruction	mode: Monitoring	mode: Planning	st. act.: Non-inst.	st. act.: Inst./on-task	st. act.: Inst./off-task	Materials in use	notes:
11	31												
	32												
	33												
12	34												
	35												
	36												
13	37												
	38												
	39												
14	40												
	41												
	42												
15	43												
	44												
	45												
16	46												
	47												
	48												
17	49												
	50												
	51												
18	52												
	53												
	54												
19	55												
	56												
	57												
20	58												
	59												
	60												

Title I Migrant Program Evaluation Office of Research and Evaluation AISD

INSTRUCTIONS AND DEFINITIONS - SECONDARY TEACHER ACTIVITY RECORD (STAR)

This instrument was developed to provide information (for one class period at a time) on what activities are performed by the Migrant Program teachers at the high school level.

Prior to the observation, the observer will pick one student at random to observe. Two back-up students will also be selected in case the selected student leaves before class is over.

Prior to beginning each observation, the following should be entered at the top of each of the two observation forms (one for the first thirty minutes of the class period and one for the second thirty minutes of the class period):

OBSERVATION CODE: This is a two-digit numerical code from 01 → 40 that reflects the observations in chronological order; i.e., 01 is the first observation and 40 is the last observation.

TEACHER CODE: This is a one-digit numerical code from 1 → 4. 1 = Debra Roddin, Anderson; 2= Velma Menchaca, Crockett; 3= Nabor Flores, Johnston; 4 = Nicolas Carrasco, Travis.

PERIOD: This is the one-digit code for the class period being observed (1 → 6).

INSTRUCTIONAL CODE: This is a one-digit code of 1 → 4. 1 = If students enter the Migrant Program teacher's room for instruction from the regular classroom (the Migrant Program teacher is functioning as a lab or resource room teacher); 2 = If the Migrant Program teacher enters the regular classroom to team with the regular teacher; 3 = If the students are registered for a special Migrant Program class; 4 = Other.

For each minute the following items are noted and recorded as indicated below:

TIME

Each of the sixty minutes per period (although some periods may be less) are listed to organize the recording of data minute-by-minute.

LANGUAGE

For each minute, one of the following codes is listed indicating the language spoken the majority of the minute, either by the teacher(s), students, or announcements.

0 = No language
1 = English
2 = Spanish
3 = English and Spanish
4 = Undetermined

CLASS SIZE

The number of students in the classroom should be entered here.

GROUP SIZE

The number of students with whom the Migrant Program teacher is working is listed. This will frequently be the same number as the class size.

MODE

For each minute of the class period the Migrant Program teacher's activities are coded into one of the following four categories:

Management
A "1" is placed in the column under Management if the Migrant Program teacher is performing some management function. These functions would include taking roll, reading announcements, disciplining students, collecting money, entertaining class visitors, completing passes, etc.

Instruction
A "1" is placed in the column under Instruction if the Migrant Program teacher is conducting an instructional activity. These activities include giving directions for an instructional activity; lecturing; listening to a student read his/her composition; class discussion of an instructional topic; question-and-answer sessions; making assignments, etc.

Monitoring
A "1" is placed in the column under Monitoring if the Migrant Program teacher is actively monitoring student work on instructional tasks.

Planning
A "1" is placed in the column under Planning if the Migrant Program teacher is planning or preparing for an instructional activity. These types of activities include grading papers, writing out assignment sheets, reading the assignment, making notes, etc.

STUDENT ACTIVITIES

In this section the observer notes whether the student randomly selected is involved in:

Non-Instructional Activity
A "1" is placed in the column under Non-Instructional Activity if the selected student is not involved in an instructional activity. This may mean listing to announcements, being disruptive (during a non-instructional activity), sleeping, visiting with another student, sitting quietly (but not being told by the teacher to do otherwise), etc.

Instructional Activity/On-Task
A "1" is placed in the column under Instructional Activity/On-Task if the selected student is participating in an instructional activity and is on-task. This column is marked whenever the student is actively working on an instructional task.

Instructional Activity/Off-Task
A "1" is placed in the column under Instructional Activity/Off-Task when the selected student should be engaged in an instructional activity, but is not. This may include any of the same activities - (sleeping, being disruptive, reading outside the lesson at hand, etc.) as in non-instructional activities.

MATERIALS IN USE

There are three columns under this heading. When instructional materials are being used by the students, the number of the materials used (see materials key on the observation form) is entered in the first column. If more than one type of materials are used, the second and third columns under this heading can be used to enter the number code of the additional materials used. If no instructional materials are being used, nothing is coded in these columns. If more than three types of materials are being used the additional number(s) are written in the Notes section of the observation.

NOTES

For each minute space is provided for the observer to make written notes of what the teacher is doing and what the student under observation is doing.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment H-3

September 29, 1981

TO: Nicolas Carrasco
Nebor Flores
Velma Menchaca
Debra Roddin

FROM: Catherine Christner

SUBJECT: High School Migrant Program Teacher Observations

As you hopefully noted from the blue evaluation findings handout, observations of the Migrant Program teachers at the high school level are planned for this year. The observations will begin the week of October 19 and end by December 11. You will be observed 10 times during this time for a class period. The observations will be unannounced. At the end of each observation I will leave a copy of the completed observation form with you.

In order to plan the observations I need to get a copy of your daily class schedule for each period for a week (in case you have day-to-day variations). On your schedule please indicate room locations and the names of any regular teachers with whom you are team teaching. I will notify these regular teachers of the observations so my coming will not surprise them.

Please send your schedules as soon as possible to me at the Administration Building, Box 79. Your help and cooperation is appreciated. Please call me with any questions.

CC:lg

APPROVED: Zula M. Holley
Director, Research and Evaluation

APPROVED: W. David Hall
Acting Assistant Superintendent for Secondary Education

cc: Lawrence Buford
Lee Laws
Oscar Cantu
Jose Mata
Maud Sims
J. M. Richard
Charles Akins
Forrest Kline
Adam Salgado
Rodger Wiley

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment H-4

October 13, 1981

TO: Teachers Addressed

FROM: Catherine Christner, Title I Migrant Evaluator

SUBJECT: High School Migrant Program Teacher Observations

This semester I will be observing each of the high school Migrant Program teachers. The observations will be for a period at a time and will be unannounced. Since the Migrant Program teacher team teaches with you, I will be observing in your classroom. While observing in your classroom, I will be observing only the Migrant Program teacher - not you.

If you have any questions or concerns please feel free to call me at 458-1227.

CC:lg

APPROVED: Freda Holley
Director, Research and Evaluation

APPROVED: W. Dwight Hill
Acting Assistant Superintendent for Secondary Education

cc: Velma Menchaca
Nabor Flores
Debra Roddin
Maud Sims
J. M. Richard
Lawrence Buford
Forrest Kline
Charles Akins
Adan Salgado
Lee Laws
José Mata
Oscar Cantú

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FILE ID A / R / Y

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

✓ AISD STARD0101

YEAR: 1981-82

___ UT PF ____, ____, _____
acct. pass. file name

CONTENTS: Secondary Teacher Activity Record

Field	Columns	Description
A	1-3	File ID = ARY
B	4-5	Observation Code: 01 → 40
C	6-7	Teacher Code 1 = Debra Roddin; 2 = Velma Menchaca; 3 = Nabor Flores; 4 = Nicolas Carrasco
D	8-8	Period: 1 → 6
E	9-9	Instructional Code: 1 = Student Leaves Regular Class (Lab or Resource Room), 2 = Migrant Teacher Enters Regular Classroom (Teaming); 3 = Student Registered for Special Migrant Class; 4 = Other (Specify)
F	10-11	Card Number: 01 → 15
G	12-12	Language: 0 = No Language; 1 = English; 2 = Spanish; 3 = Mixed; 4 = Undetermined
H	13-14	Class Size: Number Listed
I	15-16	Group Size: Number Listed
J	17-17	Mode: Management (1 or Blank)
K	18-18	Mode: Instruction (1 or Blank)
L	19-19	Mode: Monitoring (1 or Blank)

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Attachment H-5
(Page 1 of 2)

FILE ID A / R / Y

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

V AISD STARD01 01

YEAR: 1981-82

UT PF ____, ____, _____
acct. pass. file name

CONTENTS: Secondary Teacher Activity Record

Field	Columns	Description
M	20-20	Mode: Planning (1 or Blank)
N	21-21	Student Activities: Non-Instructional (1 or Blank)
O	22-22	Student Activities: Instructional/On-task (1 or Blank)
P	23-23	Student Activities: Instructional/Off-task (1 or Blank)
Q	24-24	Materials in Use: Number listed (1-9) or Blank
R	25-25	Materials in Use: Number listed (1-9) or Blank
S	26-26	Materials in Use: Number listed (1-9) or Blank
T	27-27	Materials in Use: Number listed (1-9) or Blank
	28-42	Repeat pattern of field G → T for next minute of observation
	43-57	Repeat pattern of field G → T for next minute of observation
	58-72	Repeat pattern of field G → T for next minute of observation
	NOTE:	Card 1 has minutes 1-4; 2 has min. 5-8; 3 has min. 9-12; 4 has min. 13-16; 5 has min. 17-20; 6 has min. 21-24; 7 has min. 25-28; 8 has min. 29-32; 9 has min. 33-36; 10 has min. 37-40; 11 has min. 41-44; 12 has min. 45-48; 13 has min. 49-52; 14 has min. 53-56; 15 has min. 57-60.

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Attachment H-5
(continued, page 2 of 2)

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

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Attachment H-6

March 12, 1982

TO: David Hall

FROM: Catherine Christner

SUBJECT: High School Migrant Instructional Program

I appreciated our conversation about the high school Migrant Program. I have enclosed some materials for your consideration in planning.

The first enclosure is a very brief summary on the research on various ways of delivering supplementary services.

The second enclosure is a summary of the observations that I conducted in the fall of the high school Migrant Program teachers. One side is a brief summary of the setup at each school while the other is a summary of some of the observation findings.

Glynn and I would be very happy to talk with you or meet with you about the evaluation findings over the last several years on this program. There have been some consistent findings from year to year at the high school level.

CC:lg
Enclosures

APPROVED: Freda Hollins
Director, Research and Evaluation

cc: Lee Laws
José Mata
Oscar Cantú

SUMMARY HIGH SCHOOL MIGRANT PROGRAM TEACHER OBSERVATIONS

School	Type of Class					Language Spoken				Teacher Activity				Student Activity			Materials Used									
	Lab or Resource	Tutoring	Special Class	Average Class Size/Minute	Average Group Size/Minute	None	English	Spanish	Other	Management	Instruc.	Monitoring	Planning	Non-Instruc.	Instruc. On-Task	Instruc. Off-Task	Aux. Materials	Discs	Ed. Games	Library Books	Learning Center	Ref.	Texts	Textbooks	Other	None
Anderson	7.7%	73.4%	18.9%	11	11	18.9%	74.5%	0%	6.6%	10.1%	41.7%	22%	25.7%	6%	85.7%	7.5%	2.4%	59.3%	0%	17.6%	2.6%	9.9%	16.9%	7.5%	10.1%	10.1%
Crockett	0%	100%	0%	14	14	10.6%	75.7%	1.3%	12.5%	6.4%	13.6%	61.7%	17.8%	6.4%	88.4%	5.2%	5.6%	54.4%	0%	19.7%	0%	12.9%	11.3%	5.2%	0%	10.7%
Johnston	12.4%	0%	87.6%	4	4	19.7%	80.1%	0%	0.2%	10.6%	43.6%	15.1%	30.7%	3.4%	84.4%	11.7%	0%	50.6%	0%	0%	0%	0%	0.9%	8.5%	37.8% newspapers	8.9%
Travis	87.6%	0%	12.4%	5	3	11.4%	87.0%	0%	1.6%	21.4%	13%	58.2%	6.1%	19%	71.9%	6.1%	0%	68.9%	0%	22.8%	0%	9.6%	58.9%	12.3%	17.8%	12.8%

Except for the average class size/per minute and the average group size/per minute the numbers represent percentages of each type of activity, etc. Under student activity, these percentages reflect whether a student randomly selected (for every observation) was involved in non-instructional activities, in instructional activities and on-task, or in instructional activities and off-task.

FIGURE H-1. SUMMARY HIGH SCHOOL MIGRANT PROGRAM TEACHER OBSERVATIONS.

SUMMARY HIGH SCHOOL MIGRANT PROGRAM TEACHER OBSERVATIONS

In October-December, 1981, 40 observations were conducted of the high school Migrant Program teachers. Each class (less advisories) was observed 2 or 3 times. The observations were unannounced. Each teacher was observed 10 times, except one teacher who was absent for two of the observations.

ANDERSON

- Teaches one reading tutorial class for Migrant Program students only
- Team teaches with language arts teachers for other classes
- The two teachers share teaching lessons
- Both teachers actively monitor students while they work
- Regular classroom setup
- Follows AISD curriculum
- Students get AISD credit

CROCKETT

- Team teaches with two language arts teachers and one ESOL teacher
- Except in the ESOL class, the regular teachers do most of the instruction
- Migrant Program teacher is a very active monitor at all times
- Regular classroom setup
- Follows AISD curriculum
- Students get AISD credit

JOHNSTON

- Students registered for special migrant class, except for one period where students are pulled from regular class.
- All classes taught in same manner--each week 20 vocabulary words are placed on board and during the week students do various activities (word games, etc. using the different words). The second half of each class is devoted to students (one at a time) reading aloud stories in the newspaper with the teacher correcting pronunciation and making comments.
- Students work around tables
- Teacher selects vocabulary, unrelated to AISD curriculum
- Students do not get AISD credit, but get local campus credit for the class.

TRAVIS

- For 2 periods, Migrant Program students are registered for study hall with the Migrant Program teacher.
- Students work in a resource setting, pulled out of regular class for the other classes.
- Teacher tutors or works with students on lessons/assignments (in a variety of subjects) given by the students' regular classroom teachers. This is true in study halls also.
- Teacher actively monitors students' progress.
- Students work around small table.
- Students' work is based upon AISD curriculum.
- No AISD credit is given other than credit for regular class.

Figure H-2. SUMMARY HIGH SCHOOL MIGRANT PROGRAM TEACHER OBSERVATIONS.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Based on current research and on AISD's experience with Title I, Migrant, and SCE programs, the following statements appear to be true:

1. Pull-out programs produce few positive results (The instruction provided by AISD's pull-out teachers may have been good enough to offset the negative influence of pull-out programs). The net result has been no loss of learning progress for students.

2. The major faults of pull-out programs include--
   a. dividing the responsibility of a child's success so that no one person is truly accountable for learning.
   b. lack of coordination between the regular program/teacher and the pull-out program/teacher.

3. Team teaching has produced slightly better results by addressing a and b.

4. Lowering the Pupil Teacher Ratio appears to be even better than the two other options listed since one teacher is totally accountable for a smaller number of students.

Figure H-3. VERY BRIEF SUMMARY OF COMPENSATORY PROGRAM FINDINGS.

TITLE I MIGRANT

APPENDIX I

MIGRANT TEACHER QUESTIONNAIRE

Instrument Description: Migrant Teacher Questionnaire

Brief description of the instrument:

This questionnaire is an eight-item survey designed to gather the teachers' perceptions of several aspects of the Migrant Program including length of instructional time, scheduling, coordination with the regular classroom teachers, supervision, health care, local PACs, services of the community representatives, and the MSRTS.

To whom was the instrument administered?

All Migrant Program teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

March, 1982.

Where was the instrument administered?

The questionnaire was sent to the teachers via school mail to their school locations.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None are available.

Are there norm data available for interpreting the results?

No.

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MIGRANT TEACHER QUESTIONNAIRE

Purpose

The Migrant Program Teacher Questionnaire was sent to the Migrant Program teachers in the spring of 1982 in order to obtain information relevant to the following decision and evaluation questions:

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

a) What concerns/strengths were identified by Migrant Program teachers?

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

a) What concerns/strengths were identified by Migrant Program teachers?

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

c) What concerns/strengths were identified by Migrant Program teachers?

Evaluation Question D5-2: How successful was the implementation of the MSRTS Component (including SIS)?

a) What concerns/strengths were identified by Migrant Program teachers?

Procedure

The Migrant Teacher Questionnaire was developed to be the only contact with elementary and secondary Migrant Program teachers in 1981-82 for the purpose of gathering evaluative data about the program. For the first time this effort was conducted through ORE's District Priorities staff. The Migrant Teacher Questionnaire (Attachment I-1) was developed by the Migrant Evaluator. The form was then given to the District Priorities staff to generate, distribute, and receive back from the teachers. In addition to the eight Migrant Program items, the teachers were randomly given several other items dealing with other District concerns. Each teacher therefore received his/her own unique computer-generated questionnaire. The only results discussed here are the ones dealing with the Migrant Program items. For more complete details on the procedures and results of the other items see the 1981-82 Systemwide Evaluation Final Technical Report (ORE Publication Number 81.24), Appendix H.

The surveys were sent through the school mail in early March. An explanation letter was mailed to principals (see Attachments H-2 and H-3) at the same time. Three weeks later a reminder was sent to those teachers who had not returned their questionnaires. Seven of the nine elementary Migrant Program teachers and all of the secondary Migrant Program teachers returned their surveys. The survey data were summarized through the use of DISTATP.

Results

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

a) What concerns/strengths were identified by Migrant Program teachers?

Figures I-1 and I-2 present the summaries of elementary and secondary Migrant Program teachers' responses to the questionnaire items. The responses to items 1-4 are applicable to this evaluation question.

Elementary

As can be noted from Figure I-1, the elementary teachers had generally positive feelings about the instructional time given, scheduling coordination with regular teachers, and the instructional supervision they received. The strongest of these areas were instructional supervision and coordination, with length of instructional time and scheduling receiving slightly more neutral ratings.

Figure I-3 contains the responses of the Program teachers to similar questions in 1980-81. As can be noted the teachers expressed a higher degree of satisfaction with these areas in 1980-81, than was expressed by teachers in 1981-82.

Secondary

The secondary teachers' responses to items 1-4 are in Figure I-2. They were more positive than the elementary teachers about the length of instructional time given. They had the same mean rating on supervision as the elementary teachers (generally positive). In the areas of scheduling and coordination with regular teachers, there was slightly more dissatisfaction expressed (than in the other two areas), although the responses here were overall of a positive nature.

Figure I-4 contains the responses of the secondary teachers to similar questions in 1980-81. The areas of satisfaction were reversed from 1981-82. The secondary teachers were most satisfied with their coordination with the regular teachers and the area of length of instructional time provided was the least satisfying (of the instructional areas) to them.

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

a) What concerns/strengths were identified by Migrant Program teachers?

Elementary

As seen in Figure I-1, the response to item 5 on health services by elementary teachers was generally positive. Three of the seven teachers were neutral.

In 1980-81, all elementary teachers except one were highly positive about the health services (see item 5, Figure I-3). In fact, this was their highest rated item. The lower ratings in 1981-82 may reflect the generally more moderate ratings of teachers in 1981-82, or a lessening of satisfaction with the health services provided.

Secondary

As with the elementary teachers, the secondary teachers (see item 5, Figure I-2) were generally satisfied with the health services provided.

In examining the secondary teachers' responses from 1980-81 about health services (see item 5, Figure I-4), their rating of health services was higher than in 1981-82 and the highest of the ratings they gave.

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

c) What concerns/strengths were identified by Migrant Program teachers?

Elementary

Of the two items (item 6 - PAC, item 7 - community representative) rated, the elementary teachers rated their satisfaction with their PACs as the lowest of all eight items (see Figure I-1). The highest rated of all items was their satisfaction with their community representatives.

In 1980-81 (see items 6 and 7 in Figure I-3), the teachers also were generally dissatisfied with their campus PACs. They were generally satisfied with their community representatives but less so than in 1981-82.

Secondary

As with elementary Migrant Program teachers, the 1981-82 secondary teachers were generally dissatisfied with their PAC (see item 6, Figure I-2). This may reflect their dissatisfaction with having a single Secondary Districtwide PAC, rather than individual campus PACs - or it may reflect some dissatisfaction with the functioning of the PAC. This was the teachers' lowest rated item.

As can be noted in item 6, Figure I-4, the secondary teachers in 1980-81 were (as a group) not as satisfied as they could be with their PACs. However their satisfaction was higher than the 1981-82 teachers as a group.

The secondary teachers in 1981-82 were as a group generally neutral about their community representative (see item 7, Figure I-2). As can be noted from the figure, there was a very wide range of satisfaction with the community representative services.

In 1980-81, the secondary teachers were positive (with one exception) about the service offered them. See Figure I-4, item 7. Thus there was a decrease in teacher satisfaction from 1980-81 to 1981-82.

Evaluation Question D5-2: How successful was the implementation of the MSRTS Component?

a) What concerns/strengths were identified by Migrant Program teachers?

Elementary

The final item in Figure I-1 contains the elementary teachers' responses to the MSRTS. The majority were neutral about the system, while one was positive and the other was negative.

In 1980-81, the elementary teachers' responses (see item 8, Figure I-3) also indicate a generally neutral attitude about the MSRTS.

Secondary

The secondary teachers expressed the same sentiments about the MSRTS (see item 8, Figure I-2) as did their elementary counterparts - they were generally neutral about the system.

In 1980-81, the secondary teachers were generally neutral to slightly negative (see item 8, Figure I-4). Two teachers did not even see the system as applicable to them.

Unfortunately the teachers did not make any written comments on the completed questionnaires to allow real interpretation of their reasons for being satisfied/dissatisfied with the matters upon which they were surveyed.

ELEMENTARY TEACHER RESPONSES 1981-82
MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Please rate your level of agreement with the following:	5 Totally Agree	4 Agree	3 Neutral	2 Disagree	1 Totally Disagree	Not Applicable	Mean	n
1. The length of instructional time provided to the Migrant Program students this school year has been as much as was needed.	0 0.0%	5 71.4%	0 0.0%	2 28.6%	0 0.0%	0 0.0%	3.4	7
2. The process used for scheduling Migrant Program students this school year has worked well.	0 0.0%	3 42.9%	3 42.9%	1 14.3%	0 0.0%	0 0.0%	3.3	7
3. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	1 14.3%	4 57.1%	0 0.0%	2 28.6%	0 0.0%	0 0.0%	3.6	7
4. The instructional supervision that I received this school year has been what I needed.	1 14.3%	5 71.4%	0 0.0%	0 0.0%	1 14.3%	0 0.0%	3.7	7
5. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	1 14.3%	3 42.9%	3 42.9%	0 0.0%	0 0.0%	0 0.0%	3.7	7
6. The operation of my school's PAC this school year has been effective.	1 14.3%	1 14.3%	3 42.9%	0 0.0%	2 28.6%	0 0.0%	2.9	7
7. The services provided by the community representative(s) this school year have been what was needed.	1 14.3%	4 57.1%	2 28.6%	0 0.0%	0 0.0%	0 0.0%	3.9	7
8. The benefits I have received from the MSRTS (including SIS) this school year were worth the efforts I put into it.	1 16.7%	0 0.0%	4 66.7%	1 16.7%	0 0.0%	0 0.0%	3.2	6

Figure I-1: SUMMARY OF ELEMENTARY MIGRANT PROGRAM TEACHER RESPONSES TO QUESTIONNAIRE ITEMS IN 1981-82.

SECONDARY TEACHER RESPONSES 1981-82
MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Please rate your level of agreement with the following:	5 Totally Agree	4 Agree	3 Neutral	2 Disagree	1 Totally Disagree	Not Applicable	Mean
1. The length of instructional time provided to the Migrant Program students this school year has been as much as was needed.	2 28.6%	4 57.1%	0 0.0%	1 14.3%	0 0.0%	0 0.0%	4.0
2. The process used for scheduling Migrant Program students this school year has worked well.	3 42.9%	1 14.3%	1 14.3%	1 14.3%	1 14.3%	0 0.0%	3.6
3. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	1 14.3%	3 42.9%	1 14.3%	0 0.0%	1 14.3%	1 14.3%	3.5
4. The instructional supervision that I received this school year has been what I needed.	2 28.6%	3 42.9%	1 14.3%	0 0.0%	1 14.3%	0 0.0%	3.7
5. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	0 0.0%	4 57.1%	2 28.6%	0 0.0%	0 0.0%	1 14.3%	3.7
6. The operation of my school's PAC this school year has been effective.	1 14.3%	1 14.3%	0 0.0%	4 57.1%	1 14.3%	0 0.0%	2.3
7. The services provided by the community representative(s) this school year have been what was needed.	1 14.3%	2 28.6%	2 28.6%	1 14.3%	1 14.3%	0 0.0%	3.1
8. The benefits I have received from the MSRTS (including SIS) this school year were worth the efforts I put into it.	0 0.0%	1 14.3%	6 85.7%	0 0.0%	0 0.0%	0 0.0%	3.1

Figure I-2: SUMMARY OF SECONDARY MIGRANT PROGRAM TEACHER RESPONSES TO QUESTIONNAIRE ITEMS IN 1981-82.

81.26

ELEMENTARY TEACHER RESPONSES 1980-81
MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Please rate your level of agreement with the following:	5 Totally Agree	4 Agree	3 Neutral	2 Disagree	1 Totally Disagree	Not Applicable	Mean	n
1. I am satisfied with the length of instructional time provided to the migrant students this school year.	2 28.6%	4 57.1%	0 0.0%	1 14.3%	0 0.0%	0 0.0%	4.0	7
2. I am satisfied with the process used for scheduling migrant students this school year.	4 57.1%	2 28.6%	0 0.0%	1 14.3%	0 0.0%	0 0.0%	4.3	7
3. I am satisfied with the coordination that I have had with the regular classroom teachers this school year.	4 57.1%	2 28.6%	1 14.3%	0 0.0%	0 0.0%	0 0.0%	4.4	7
4. I am satisfied with the instructional supervision that I received this school year.	3 42.9%	2 28.6%	0 0.0%	2 28.6%	0 0.0%	0 0.0%	3.9	7
5. I am satisfied with the health care services provided to the migrant students this school year.	6 85.7%	1 14.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4.9	7
6. I am satisfied with the operation of my school's PAC this school year.	0 0.0%	1 14.3%	2 28.6%	2 28.6%	2 28.6%	0 0.0%	2.3	7
7. I am satisfied with the services provided by the Parental Involvement staff and my community representative this school year.	2 28.6%	2 28.6%	2 28.6%	1 14.3%	0 0.0%	0 0.0%	3.7	7
8. I am satisfied with my experience with the MSRTS this school year.	0 0.0%	2 28.6%	3 42.9%	2 28.6%	0 0.0%	0 0.0%	3.0	7

Figure I-3: SUMMARY OF ELEMENTARY MIGRANT PROGRAM TEACHER RESPONSES TO QUESTIONNAIRE ITEMS IN 1980-81.

SECONDARY TEACHER RESPONSES 1980-81
MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Please rate your level of agreement with the following:	5 Totally Agree	4 Agree	3 Neutral	2 Disagree	1 Totally Disagree	Not Applicable	Mean	n
1. I am satisfied with the length of instructional time provided to the migrant students this school year.	1 14.3%	3 42.9%	0 0.0%	3 42.9%	0 0.0%	0 0.0%	3.3	7
2. I am satisfied with the process used for scheduling migrant students this school year.	1 14.3%	3 42.9%	0 0.0%	2 28.6%	0 0.0%	1 14.3%	3.5	7
3. I am satisfied with the coordination that I have had with the regular classroom teachers this school year.	2 28.6%	3 42.9%	1 14.3%	0 0.0%	0 0.0%	1 14.3%	4.2	7
4. I am satisfied with the instructional supervision that I received this school year.	0 0.0%	6 85.7%	1 14.3%	0 0.0%	0 0.0%	0 0.0%	3.9	7
5. I am satisfied with the health care services provided to the migrant students this school year.	4 57.1%	2 28.6%	1 14.3%	0 0.0%	0 0.0%	0 0.0%	4.4	7
6. I am satisfied with the operation of my school's PAC this school year.	1 14.3%	2 28.6%	1 14.3%	3 42.9%	0 0.0%	0 0.0%	3.1	7
7. I am satisfied with the services provided by the Parental Involvement staff and my community representative this school year.	1 14.3%	4 57.1%	1 14.3%	1 14.3%	0 0.0%	0 0.0%	3.7	7
8. I am satisfied with my experience with the MSRTS this school year.	0 0.0%	1 14.3%	2 28.6%	1 14.3%	1 14.3%	2 28.6%	2.6	7

Figure I-4: SUMMARY OF SECONDARY MIGRANT PROGRAM TEACHER RESPONSES TO QUESTIONNAIRE ITEMS IN 1980-81.

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QUESTIONS FOR TEACHERS

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

THIS YEAR WE ARE USING A NEW PROCEDURE SO WE CAN INCLUDE MORE QUESTIONS (53) AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. WE ARE COMPUTER GENERATING AN UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. EACH FORM WILL CONTAIN LESS THAN 15 QUESTIONS. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL - THEY REPRESENT THE TOTAL ITEM POOL OF 53 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL TO: OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG. BOX 79
ELAINE JACKSON

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

5 = STRONGLY AGREE 3 = NEUTRAL 1 = STRONGLY DISAGREE
4 = AGREE 2 = DISAGREE 0 = NOT APPLICABLE

							COMMENTS:
34.	THE LENGTH OF INSTRUCTIONAL TIME PROVIDED TO THE MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS BEEN AS MUCH AS WAS NEEDED.	5	4	3	2	1	0	
35.	THE PROCESS USED FOR SCHEDULING MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS WORKED WELL.	5	4	3	2	1	0	
36.	THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0	
37.	THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0	
38.	THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS.	5	4	3	2	1	0	
39.	THE OPERATION OF MY SCHOOL'S PARENT ADVISORY COUNCIL THIS SCHOOL YEAR HAS BEEN EFFECTIVE.	5	4	3	2	1	0	
40.	THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED.	5	4	3	2	1	0	
41.	THE BENEFITS I HAVE RECEIVED FROM THE MSRTS (INCLUDING SIS) THIS SCHOOL YEAR WERE WORTH THE EFFORTS I PUT INTO IT.	5	4	3	2	1	0	

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 26, 1982

TO: Principals Addressed

FROM: Elaine Jackson EJ

SUBJECT: Teacher Survey

About March 3, approximately half your teachers will receive a questionnaire from our office. This survey is collecting baseline and evaluation data for a number of projects (e.g., the Accreditation Process, ESAA/Desegregation, Migrant Program).

In order to get an adequate number of responses for each of about 65 items, we are this year computer generating a unique survey for each teacher, with from 9 to 14 items on each. For this reason, each of your teachers will probably have an entirely different form, and a random assortment of numbers from 1 to 63. Teachers who have already participated in the Retention Survey have been excluded from the sample.

The questionnaires are numbered so that we can send reminders if they are not returned, but all responses will be kept confidential. If you or your teachers have any questions about this survey, please feel free to call me at 458-1227. Thank you for your time and consideration.

EJ:rrf

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary

Approved: W. Wilmer Hill
David Hill, Acting Assistant Superintendent for Secondary

81.26

Attachment I-3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 26, 1982

TO: Forrest Kline, Fortunato Vera

FROM: Elaine Jackson EJ

SUBJECT: Teacher Survey

About March 3, approximately half the teachers in the District will receive a questionnaire from our office. This survey is collecting baseline and evaluation data for a number of projects (e.g., the Accreditation Process, ESAA/Desegregation, Migrant Program). All of the teachers at Crockett and Martin will receive questionnaires so that they will all have an opportunity to give input to the Drugs off Campus Program Evaluation.

In order to obtain an adequate number of responses for each of about 65 items, we are this year computer generating a unique survey for each teacher, with from 9 to 14 items on each. For this reason, each of your teachers will probably have an entirely different form, and a random assortment of numbers from 1 to 63. Teachers who have already participated in the Retention Survey have been excluded from the sample.

The questionnaires are numbered so that we can send reminders if they are not returned, but all responses will be kept confidential. If you or your teachers have any questions about this survey, please feel free to call me at 458-1227. Thank you for your time and consideration.

EJ:rrf

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: W. David Hill
David Hill, Acting Assistant Superintendent for Secondary

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TITLE I MIGRANT

APPENDIX J

RAINBOW KIT TEACHER QUESTIONNAIRE

81.26

Instrument Description: Math Rainbow Kit Teacher Questionnaire

- Brief description of the instrument:

This questionnnaire is a brief 4-item questionnnaire designed to assess the teachers' impressions of the Math Rainbow Kit activities including difficulty level, ease of distribution, match with the regular instructional program, and the response of parents and students.

To whom was the instrument administered?

All teachers responsible for distribution of the Math Rainbow Kit activities.

How many times was the instrument administered?

Once.

When was the instrument administered?

March, 1982.

Where was the instrument administered?

The questionnaire was sent to the teachers via school mail to their school locations.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None are available.

Are there norm data available for interpreting the results?

No.

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MATH RAINBOW KIT TEACHER QUESTIONNAIRE

Purpose

Teachers who distributed the Math Rainbow Kits were surveyed in order to answer the following decision and evaluation questions:

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-8. What strengths/concerns did the AISD teachers who were responsible for the distribution of the Math Rainbow Kit note about the Math Rainbow Kit?

Procedure

The Math Rainbow Kit is a series of lessons for parents and their children to do at home together. The lessons cover basic mathematics lessons such as time and money. A kit appropriate for each grade level, K-6, is available. The kits were developed in response to parents' requests for help in working with their children at home on math. A similar Reading Rainbow Kit for grades K-6 was also developed by the District.

The Math Rainbow Kit was pilot tested during the 1981-82 school year on a sample of Migrant and Title I students. Teachers and students at five schools (Allan, Brooke, Langford, Metz and Zavala) participated. Principals at each school selected which teachers would participate and select the children who would receive the kits and distribute the activities. Teachers selected varied at each school - some were all classroom teachers, at other schools the Title I and Migrant Program teachers also participated.

The Math Rainbow Kit Teacher Questionnaire (see Attachment J-1) was developed by the Migrant Program Evaluator using the Rainbow Kit Teacher Questionnaire from the 1980-81 Title I Evaluation (see ORE Publication Number 80.71, Appendix H) as a guide. This year the questionnaire was distributed as part of an office-wide teacher questionnaire effort. The Math Rainbow Kit Teacher Questionnaire when finalized was given to the District Priorities staff to computer-generate, distribute, and receive back from the teachers. All teachers who distributed the Kits were sent the four items (see Attachment J-1). The teachers were also given several other items dealing with other District concerns. Each teacher therefore received his/her own unique computer-generated questionnaire. The only results discussed here are the ones dealing with the Math Rainbow Kit. For more complete details on the procedures, and the results of the other items see the 1981-82 Systemwide Evaluation Technical Report (ORE Publication Number 81.24), Appendix H.

The surveys were sent through the school mail in early March. An explanation letter was mailed to principals (see Attachment J-2) at the same time. Three weeks later a reminder was sent to those teachers who had not returned their questionnaires. Thirty-two (88.9%) of the thirty-six teachers surveyed returned their questionnaires. The data were summarized through the use of DISTATP.

Results

Evaluation Question D2-8. What strengths/concerns did the Migrant Program teachers note regarding the implementation of the Math Rainbow Kit?

The responses of teachers to each of the four items of the questionnaire are presented in Figures J-1 through J-4. The results will be discussed in terms of the four questions.

1. For each grade to which you gave the Math Rainbow Kit activities, please indicate the difficulty level of the activities for the average Title I/ Migrant student.

   In Figure J-1 are presented the responses of teachers to this item. Grades K and 5 activities were seen as just right to possibly too easy. Grades 2, 3, and 6 activities were seen as just right. Grade 5 activities were seen by one teacher as hard and by one as just right. Grade 1 activities were felt to be hard or too hard by a large majority of teachers (4 of 5).

2. At what rate did you give out the Math Rainbow Kit activities?

   In Figure J-2 are listed the responses to this item. The majority of the teachers (almost half of them responding to this question) gave out two activities a week. Ten teachers distributed one per week. Only one teacher handed out an activity every two weeks, while six gave out more than two per week.

3. For each of the following items, please rate your level of agreement with the statement:

   See Figure I-3 for each item as stated and a summary of the responses.

   On the whole teachers felt the activities were easy to distribute although 9 did not think so. The teachers were quite varied on their opinions of how well the activities matched classroom instruction. The majority reported favorable parent response and a large majority reported favorable student response.

4. Please use the space below to make any additional comments you have about the Math Rainbow Kit, its usefulness, suggestions for changes/improvements, etc.

   In Figure J-4 are presented the teachers' suggestions, etc. The comments varied greatly including - make it in Spanish, too, check first to see if parents are willing, should be given out by math teachers, give it to all children, etc.

Grade	Mean Difficulty Level	Frequency of Difficulty Level Reported by Teachers 1	2	3	4	5
K	2.6	1	0	4	0	0
1	4.2	0	0	1	2	2
2	3.0	0	0	7	0	0
3	3.0	0	0	2	0	0
4	3.5	0	0	1	1	0
5	2.8	0	1	3	0	0
6	3.0	0	0	3	0	0

Note: 1 = too easy, 2 = easy, 3 = just right, 4 = hard, 5 = too hard

Figure J-1. TEACHER RESPONSES BY GRADE LEVEL ON THE DIFFICULTY LEVEL OF THE MATH RAINBOW KIT.

Frequency and percentages of teachers' responses to the distribution of the Math Rainbow Kit activities

More than two activities per week	Two activities per week	One activity per week	One activity every two weeks	Other
6 (18.2%)	16 (48.5%)	10 (30.3%)	1 (3.0%)	0 (0.0%)

Figure J-2. TEACHERS RESPONSES TO FREQUENCY OF GIVING OUT THE MATH RAINBOW KIT ACTIVITIES.

	Frequency of Teacher Responses							
	Don't Know	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	Mean	n
The Math Rainbow Kit activities have been easy to distribute.	0	1	8	0	14	9	3.7	32
The match between the Math Rainbow Kit activities and classroom instructional activities has been good.	2	2	6	9	9	3	3.1	32
The response of parents to the Math Rainbow Kit has been good.	8	0	2	6	11	3	3.7	30
The response of students to the Math Rainbow Kit has been good.	0	0	2	4	20	5	3.9	31

Figure J-3. TEACHER RESPONSES TO QUESTIONS ABOUT VARIOUS ASPECTS OF THE MATH RAINBOW KIT.

Teacher Comments - Math Rainbow Kit

Distribute groups of related works directly to parents at group meeting. Could get direct feedback.

Parents seem very happy with it. What about a Spanish version. It would help more of my students.

There is not any guarantee the students do the work and no real feedback about it from home.

Young children do not understand why some receive the kits and some do not. They feel left out - especially when the books are distributed.

It should be available for all students.

Needs to be in Spanish also.

This program is good, but it takes too much teacher-time with recordkeeping and distribution of packets.

Should have asked parents first if they were willing to do it. Many of my children stated they were not doing them, and some even admitted throwing them away. It was a waste of money in many cases.

Good materials. Easy to distribute, but please do not take my time.

More orientation to it - receiving it on time instead of midyear.

Students enjoyed working independently.

It is very useful and well-organized. I would suggest that the students' math teachers distribute the lessons. It would also be helpful for the parents to pick up the kits and have a short orientation on it.

I think it could also be used in the classroom.

Ask parents about the Kit.

The parents who used it often complained that the children were not getting the concepts. This led to frustration on the part of the parent as well as the part of the child. Seek input from teachers of low achievers <u>before</u> setting up a program like the Math Rainbow Kit. This would eliminate some of the activities that are much too difficult for the students.

I feel these kits would be more meaningful if distributed by math teachers and coordinated with their programs.

Figure J-4. TEACHERS ADDITIONAL COMMENT ON THE MATH RAINBOW KIT. The comments are generally verbatim, except where words were added to clarify comments.

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QUESTIONS FOR TEACHERS

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

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PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL TO: OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG. BOX 79
ELAINE JACKSON

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42. FOR EACH GRADE TO WHICH YOU GAVE THE MATH RAINBOW KIT ACTIVITIES, PLEASE INDICATE THE DIFFICULTY LEVEL OF THE ACTIVITIES FOR THE AVERAGE TITLE I/ MIGRANT STUDENT. USE THE SCALE BELOW FOR YOUR RATINGS.

5 = TOO HARD 4 = HARD 3 = JUST RIGHT 2 = EASY 1 = TOO EASY

GRADE	DIFFICULTY LEVEL	COMMENTS:
K	_____	
1	_____	
2	_____	
3	_____	
4	_____	
5	_____	
6	_____	

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43. AT WHAT RATE DID YOU GIVE OUT THE MATH RAINBOW KIT ACTIVITIES? PLEASE CIRCLE THE RESPONSE MOST REPRESENTATIVE OF YOUR FREQUENCY OF USE. IF YOU GAVE OUT RAINBOW KIT ACTIVITIES AT MORE THAN ONE GRADE LEVEL, PLEASE INDICATE SEPARATELY THE FREQUENCY FOR EACH GRADE, AND WRITE THE GRADE(S) BELOW THE FREQUENCY.

MORE THAN TWO ACTIVITIES PER WEEK	TWO ACTIVITIES PER WEEK	ONE ACTIVITY PER WEEK	ONE ACTIVITY EVERY TWO WEEKS	OTHER(PLEASE SPECIFY)____
_____	_____	_____	_____	_____

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE 3 = NEUTRAL 1 = STRONGLY DISAGREE
4 = AGREE 2 = DISAGREE 0 = DON'T KNOW

44. A) THE MATH RAINBOW KIT ACTIVITIES HAVE BEEN EASY TO DISTRIBUTE.	5	4	3	2	1	0
B) THE MATCH BETWEEN THE MATH RAINBOW KIT ACTIVITIES AND CLASSROOM INSTRUCTIONAL ACTIVITIES HAS BEEN GOOD.	5	4	3	2	1	0
C) THE RESPONSE OF PARENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
D) THE RESPONSE OF STUDENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0

Attachment J-2

81.26

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 26, 1982

TO: Principals Addressed

FROM: Elaine Jackson EJ

SUBJECT: Teacher Survey

About March 3, approximately half your teachers will receive a questionnaire from our office. This survey is collecting baseline and evaluation data for a number of projects (e.g., the Accreditation Process, ESAA/Desegregation, Migrant Program).

In order to get an adequate number of responses for each of about 65 items, we are this year computer generating a unique survey for each teacher, with from 9 to 14 items on each. For this reason, each of your teachers will probably have an entirely different form, and a random assortment of numbers from 1 to 63. Teachers who have already participated in the Retention Survey have been excluded from the sample.

The questionnaires are numbered so that we can send reminders if they are not returned, but all responses will be kept confidential. If you or your teachers have any questions about this survey, please feel free to call me at 458-1227. Thank you for your time and consideration.

EJ:rrf

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary

Approved: W. Edward Hill
David Hill, Acting Assistant Superintendent for Secondary

TITLE I MIGRANT

APPENDIX K

RAINBOW KIT PARENT QUESTIONNAIRE

Instrument Description: Math Rainbow Kit Parent Questionnaire

Brief description of the instrument:

The questionnaire is a nine-item questionnarie. Parents are asked to fill in the blank on one item and check the most appropriate response on the other eight items. The items deal with the family's use of the Math Rainbow Kit.

To whom was the instrument administered?

The parents of the Math Rainbow Kit participants.

How many times was the instrument administered?

Once.

When was the instrument administered?

The questionnaires were delivered to the schools to be sent home during the week of March 1, 1982.

Where was the instrument administered?

In the students' homes.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Directions were sent home with the questionnaires.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The instrument was developed by the Migrant Evaluator based upon the previous year's Rainbow Kit Parent Questionnaires. The instrument was reviewed by program staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No. There is comparison data from last year's questionnaires.

MATH RAINBOW KIT PARENT QUESTIONNAIRE

Purpose

The Math Rainbow Kit Parent Questionnaire was sent home to all participating families to answer the following decision and evaluation questions:

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-9. What strengths/concerns did the Math Rainbow Kit parents note about the implementation of the Math Rainbow Kit?

Procedure

The Math Rainbow Kit is a series of lessons for parents and their children to do at home together. The lessons cover basic mathematics lessons such as time and money. A kit appropriate for each grade level, K-6, is available. The kits were developed in response to parents' requests for help in working with their children at home on math. A similar Reading Rainbow Kit for grades K-6 was also developed by the District.

In Attachment K-1 is the original plan for distribution of the Math Rainbow Kit. This plan was developed by ORE staff along with Title I/Migrant Project staff preparation for the pilot-testing during the 1981-82 school year. The numbers of students listed at each location were projections for 1981-82.

In the fall of 1981, the Title I/Migrant Administrator contacted each of the schools to discuss with the principals their proposed participation in the Math Rainbow Kit pilot. All agreed to participate, except Govalle. The Langford principal was then contacted and agreed to participate. Each principal chose the teachers who were to select the students that would participate. The teachers were also responsible for the distribution of activities.

By early December, all teachers had been chosen. A letter (see Attachment K-2) was sent to these teachers asking them to complete a Math Rainbow Kit Students Roster (see Attachment K-3). This involved their listing which students (with AISD ID, grade, and program) they had chosen to receive the Math Rainbow Kit activities. When the completed rosters were received at ORE the data were taken and keypunched in the format in Attachment K-4. The data are stored on file MG-RAINBØ1Ø2. Attachment K-5 is the final distribution plan.

The Math Rainbow Kit Parent Questionnaire (see Attachment K-6) was developed by the Migrant Evaluator based on last year's Title I Reading Rainbow Kit Parent Questionnaires. The coordinator who was responsible for the development of the activities and their distribution was consulted in developing the final version of the questionnaire (see Attachment K-7).

Based on the student data, the questionnaires were computer-generated so each questionnaire was unique for that child. The child's first name was inserted wherever there were the words Your Child in Attachment K-6. The program to produce the questionnaire is MG-QUESTØ1Ø2. Some extra questionnaires were generated in case someone lost theirs, or new students had been added.

As done in 1980-81, the coordinator who developed the Kit took care of distributing the questionnaires to the Math Rainbow Kit teachers. In February she took the questionnaires and cover letters (see Attachments K-8 and K-9) to each participating school. If a completed questionnaire was returned, the student was to receive a free book of his/her choice. Each school's personnel were responsible for distributing the questionnaires.

By the end of March, the Evaluator checked with the coordinator regarding the return of the questionnaires. One school had gotten back only 2 and another had "lost" theirs.

Finally in April the "lost" returned questionnaires were found and the Evaluator received all the completed questionnaires. The data were keypunched in the format in Attachment K-10. The data were processed at AISD with the Program EV-DISTP. The data are stored at AISD on MG-RAINPØ1Ø1.

Below is given the return rate by school for the questionnaires. Since the school rates of return were so divergent, the results should be interpreted cautiously.

RETURN RATE

	Number Returned	Number Sent	Return Rate
Allan	83	100	83%
Brooke	2	30	7%
Langford	33	100	33%
Metz	38	57	67%
Zavala	19	63	30%
TOTAL	175	350	50%

Figure K-1. RETURN RATE OF THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Results

Evaluation Question D2-9: What strengths/concerns did the Rainbow Kit parents note about the implementation of the Math Rainbow Kit?

Summary of the parents' responses for each question on the survey are presented in Figures K-2 through K-10. An examination of these figures reveals the following:

- Varying numbers of activities were reported to have been brought home since Christmas.
- Ninety-six percent of the parents reported the activities were being kept in the Rainbow Kit box.
- Parents said they would still use the Kit even if scissors and a pencil had not been included.
- In the majority of cases, the mother worked with the child on the activities. The father and a sibling also worked with the student to a lesser degree on the activities.
- Seventy-two percent of the respondents reported working on each activity 30 minutes or less.
- Generally the parents responding felt the difficulty level of the activities was about right for their children.
- Parents, for the most part, felt the directions on the activities were not hard to follow.
- Ninety-four percent of the parents responding felt their children had learned by doing the Math Rainbow Kit activities.
- The majority of respondents reported really enjoying working with their children on the activities.

In Figure K-11 are listed (only slightly modified) the additional comments parents made about the Kits. Parents generally reported liking the Kit, working with their children, and seeing what the children learned. Several parents requested the activities (directions, especially) be translated into Spanish.

Number of Kits Received	Number of Parents Reporting	Percent
Not Reported	43	24.6%
1	1	0.6%
2	3	1.7%
3	2	1.1%
4	8	4.6%
5	1	0.6%
6	9	5.1%
7	5	2.9%
8	4	2.3%
9	3	1.7%
10	15	8.6%
11	4	2.3%
12	4	2.3%
13	2	1.1%
14	7	4.0%
15	8	4.6%
16	7	4.0%
17	4	2.3%
18	6	3.4%
19	1	0.6%
20	18	10.3%
21	6	3.4%
22	3	1.7%
23	4	2.3%
24	2	1.1%
30 or more	5	2.9%

Mean = 11
Standard Deviation = 9.8
Median = Not Reported

Figure K-2. PARENT RESPONSES TO QUESTION 1 (HOW MANY ACTIVITIES HAS YOUR CHILD BROUGHT HOME SINCE CHRISTMAS?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
Yes	168	96%
No	5	3%
Blank	2	1%

Figure K-3. PARENT RESPONSES TO QUESTION 2 (ARE YOU KEEPING THE ACTIVITIES YOUR CHILD HAS RECEIVED IN THE BOX?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
Yes	169	97%
No	6	3%

Figure K-4. PARENT RESPONSES TO QUESTION 3 (WOULD YOU STILL USE THE KIT IF THEY - PENCIL AND SCISSORS - WERE NOT INCLUDED?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
Mother	126	72%
Father	44	25%
Brother/Sister	45	26%
No One	12	7%
Someone Else	7	4%

Figure K-5. PARENT RESPONSES TO QUESTION 4 (WHO USUALLY WORKS WITH YOUR CHILD ON THE RAINBOW KIT?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
15 minutes or less	53	30%
Between 16 & 30 minutes	73	42%
Between 31 minutes and one hour	35	20%
More than one hour	12	7%
Blank	2	1%

Figure K-6. PARENT RESPONSES TO QUESTION 5 (HOW MUCH TIME DID YOUR CHILD SPEND WORKING ON THE LAST ACTIVITY?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
Too Hard	0	0%
Hard	16	9%
Just Right	121	69%
Easy	25	14%
Too Easy	10	6%
Blank	3	2%

Figure K-7. PARENT RESPONSES TO QUESTION 6 (HOW HARD DO YOU THINK MOST OF THE ACTIVITIES HAVE BEEN FOR YOUR CHILD?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
Almost All	6	3%
Many	9	5%
Some	43	25%
Very Few	44	25%
None	71	41%
Blank	2	1%

Figure K-8. PARENT RESPONSES TO QUESTION 7 (WERE THE DIRECTIONS FOR THE ACTIVITIES HARD TO FOLLOW?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
Very Much	51	29%
Much	61	35%
Some	52	30%
Little	6	3%
Very Little	2	1%
Blank	3	2%

Figure K-9. PARENT RESPONSES TO QUESTION 8 (HOW MUCH DO YOU THINK YOUR CHILD HAS LEARNED DOING THE MATH RAINBOW KIT ACTIVITIES?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

Parent Response	Number of Parents Responding	Percent
Very Much	112	64%
Much	35	20%
Some	21	12%
Little	5	3%
Very Little	1	>1%
Blank	1	>1%

Figure K-10. PARENT RESPONSES TO QUESTION 9 (HOW MUCH HAVE YOU ENJOYED WORKING WITH YOUR CHILD ON THESE ACTIVITIES?) ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE.

PARENT COMMENTS

. It has been very helpful for _____. I feel _____ has learned more from the Kit about money and time than in class. In the activities she brought home - they are broken into small units so I guess that is why it was easier for her to learn more about each subject.

. Working with _____ has been a learning experience for me as well as for her. I enjoy it very much.

. Instructions in Spanish are needed.

. We enjoy it. Keeps _____ busy and learning.

. We enjoy working with _____. _____ likes it, too. Being able to keep it and work problems more than once is helpful so we can go back and work on each one as much as we want. We hope all the rest of the children like it because we think it is worth continuing.

. This Kit has given me the opportunity to work with _____. The instructions are very explicit which makes it easy to know what is expected and required for each lesson.

. Math Rainbow Kit is very good for her.

. Please provide instructions in Spanish.

. It is very helpful and helps younger child, too.

. _____ enjoys Rainbow Kit very much. I enjoy helping him. _____ sometimes works by himself. Thanks. He understands well.

. Thanks for helping my son. He learns different things. We enjoy it. We will continue it with him and other kids.

. Good idea. _____ enjoys it a lot and is excited. She carried it around and used it so much that it is broken. I think _____ missed some of the activities because she was absent.

. Math Rainbow Kit has been very helpful. I hope it will be continued in order to help other children.

. We never got number one - would like it.. Four-year old works on it when other child is in school and does well. Both children enjoy the Kit.

. The activity on time was very good. It was the only activity that was not very easy for _____ to do. Even though the activities were too easy, they were fun to do with him.

. Activities were fun to do. We enjoyed it. I suggest one envelope/week not two or three. _____ wanted to do all of them and we found it harder to hold his attention. It is a good and helpful program. I am glad we had the opportunity to participate.

Figure K-11. PARENT COMMENTS MADE ON THE MATH RAINBOW KIT PARENT QUESTIONNAIRE. The responses have been slightly changed, primarily to remove children's names, etc. Where a line is drawn (in a comment) a child's name was removed. (Page 1 of 3)

PARENT COMMENTS continued

. We really enjoyed it. The whole family has used it.

. Thank you. Telling time was hard for _____, but the activities taught him quite a bit.

. The program is excellent. It helps my children understand better. I strongly recommend such a program at all levels.

. Both my child and I enjoy it. _____ looks forward to working on it. It is an interesting and worthwhile program. We enjoyed it.

. _____ is enjoying the activities. They are helping him develop self-confidence and a sense of responsibility for remembering and completing his work. His interest in the work is now as it was in the beginning. I think the Kit has been a very positive aid in his first year of school.

. I am very pleased. _____ gets kit out and does it without anyone telling him to. He loves to show us what he has learned and ask questions. _____ is neat about putting everything back in the box when he is through.

. _____ really enjoys the Kit.

. Rainbow Kit is a fine program. "It helps parents to become more aware of certain school curriculum and the student realizes that the learning process does not end there (at school). My child has come to look forward to doing his activities, and often repeats them on his own. He gets excited when he has mastered a skill, and he always is thrilled when he receives new lessons to do. Mostly, the best aspect is that by doing the lessons together, it gives the child and parent the opportunity to have a "special" time for each other."

. Rainbow Kit - very good thing to help children learn. I am glad _____ gets it. _____ enjoys doing lessons with parents.

. I think the Kit was excellent. The only problem--too many exercises were sent home at one time (6). I have three small kids and work - it is time consuming to prepare and do all six exercises. Please send one or two exercises per week.

. We have enjoyed the Kit. The whole family works on it. I hope every child and their family have worked on the Kit together.

. I enjoy the Kit very much because it gives me more time to spend with my child and see what she knows. I liked the money unit. My child enjoys it so much. She reminds me it is time to work on it.

. I really enjoy it. Younger child also joins in and it is fun for everyone. They are having fun learning. Thanks for the Kit. I would have even paid for it myself. I hope others enjoyed it half as much as I did. I am always interested in what my children are doing.

Figure K-11. (Continued, Page 2 of 3)

PARENT COMMENTS continued.

. Why these questions?

. The Rainbow Kit has been very helpful for my son.

. I especially enjoyed the $ activities. _____ and another child worked on it together.

. It has helped _____ learn things at an earlier grade than I did. I am very happy about program. My daughter likes to do activities over and over.

. _____ had a little trouble with adding money. I am thankful for program. I feel parents should do the lessons over and over. I suggest parents use it to go through again over the summer. Both of us work with child and really enjoy it. We think son is doing very well.

. I really enjoy the Kit - but it would really help if it was in Spanish.

. I really like it. _____ likes to do it with parents and then loves to work it again by herself.

. I am helping son even through I cannot read too well.

. I really enjoyed doing these with daughter. She has learned a lot. It is fun seeing what she has learned in school. Thanks for the program. I hope it continues.

. Please keep this going - it is working great.

. I did not understand the questions (parent does not understand English).

. I will be able to fill this out better after she has gotten further (she just started in program).

. Provide instructions in Spanish.

. Provide instructions in Spanish.

. Please provide instructions in Spanish.

. Provide instructions in Spanish.

Figure K-11. (Continued, Page 3 of 3)

		K	1	2	3	4	5	6	Exp.	Con.
Govalle	M	E 15	E 14	C 10	C 14				29	24
	T	60	67	51	66				127	117
									156	141
Metz	M	E 13	C 11	E 5	C 1				18	12
	T	25	36	28	33				53	69
									71	81
Allan	M		C 20	E 10	E 19				29	20
	T		32	52	78				130	32
									159	52
Brooke	M	C 8				E 9	C 9	C 9	9	26
	T	4				39	25	32	39	101
									48	127
Zavala	M	C 8				C 5	E 7	E 7	14	13
	T	38				46	43	33	76	84
									90	97
Exp.	M	28	14	15	19	9	7	7	99	
	T	85	67	80	78	39	43	33	425	
		113	81	95	97	48	50	40	524	
Con.	M	16	31	10	15	5	9	9		95
	T	82	68	51	99	46	25	32		403
		98	99	61	114	51	34	41		498

M = Migrant
T = Title I
Exp. = Experimental
Con. = Control

An "E" in a cell means all students, both Title I and Migrant, are in the experimental group.

An "C" in a cell means the student are control students.

81.26

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 11, 1981

TO: Teachers Distributing the Math Rainbow Kit

FROM: Catherine Christner, Evaluator

SUBJECT: Math Rainbow Kit Student Rosters

Your participation in the Math Rainbow Kit is appreciated. Since this is a year we are pilot testing this kit, we need a very accurate record of who receives the kits. Enclosed is the Math Rainbow Kit Student Rosters for your use in recording who receives the kits. The directions are on the form. The column labeled Notes: is for your use.

When you have completed the Roster, please keep the copy and mail the original(s) to me at the Administration Building, Box 79. If you need more forms or have questions, please call me at 458-1227. Also call if any child who has been receiving the Math Rainbow Kit drops or for some reason no longer receives the kit. This way I can keep an accurate list of who's being served by the kits. If I'm not available please leave the information with Lonie Gonzalez.

Thank you for your cooperation.

CC:bw
Enclosure

Approved: Freda Hole
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent for Elementary Education

cc: Oscar Cantú
Lee Laws
Ann Cunningham

DIRECTIONS: Please complete the following information for students who receive a Math Rainbow Kit. In the column labeled Title I/Migrant, enter 1 if the student is Title I or 2 if the student is Migrant.

MATH RAINBOW KIT STUDENT ROSTER

Date _____

School _____

Teacher _____

Student Name (last first)	Student ID	Grade	Title I/ Migrant	Notes:

Please return the completed original via the school mail to Catherine Christner, Admin. Bldg., Box 79

Page___of___

FILE ID A / S / K

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD_____

YEAR: 1981-82

___UT PF_____,_____,_____
acct. pass. file name

CONTENTS: Math Rainbow Kit

Field	Columns	Description
	1-3	File ID = ASK
	4-6	School Code
	7-19	Teacher Name (last name only)
	20-39	Student Name (Last Δ First)
	40-46	Student ID
	47	Grade K=0, 1=1, 2=2, 3=3, etc.
	48	Title I or Migrant 1=Title I, 2= Migrant
	49	Experimental or Control 1=Experimental, 2=Control

MATH RAINBOW KIT RECIPIENTS

Grade	School Location	Number of Students	Program
K	Metz	30	Title I
K	Metz	2	Migrant
K	Langford	61	Title I
K	Langford	3	Migrant
1	Langford	35	Title I
1	Langford	1	Migrant
2	Metz	23	Title I
2	Metz	2	Migrant
2	Allan	40	Title I
2	Allan	8	Migrant
3	Allan	40	Title I
3	Allan	12	Migrant
4	Brooke	18	Title I
4	Brooke	12	Migrant
5	Zavala	23	Title I
5	Zavala	7	Migrant
6	Zavala	32	Title I
6	Zavala	1	Migrant

	GRADE							
Program	K	1	2	3	4	5	6	
Title I	91	35	63	40	18	23	32	
Migrant	5	1	10	12	12	7	1	TOTAL
Total	96	36	73	52	30	30	33	350

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

95

MATH RAINBOW KIT PARENT QUESTIONNAIRE

DIRECTIONS: PLEASE TELL US ABOUT HOW YOU WORK WITH YOUR CHILD BY ANSWERING THE QUESTIONS BELOW.

1. COUNTING THE RAINBOW KIT ACTIVITIES (ENVELOPES) THAT CAME HOME WITH THIS QUESTIONNAIRE, HOW MANY ACTIVITIES (ENVELOPES) HAS YOUR CHILD BROUGHT HOME SINCE THE CHRISTMAS HOLIDAYS?
   _____ACTIVITIES

2. THE PLASTIC BOX AND ALL OF THE RAINBOW KIT ACTIVITIES ARE YOURS TO KEEP. THEY DO NOT NEED TO BE RETURNED. ARE YOU KEEPING THE ACTIVITIES YOUR CHILD HAS RECEIVED IN THE BOX? (PLEASE CHECK ONE)
   _____YES _____NO

3. THE RAINBOW KIT CONTAINS A PENCIL AND A PAIR OF SCISSORS. WOULD YOU STILL USE THE KIT IF THEY WERE NOT INCLUDED? (PLEASE CHECK ONE)
   _____YES _____NO

4. WHO USUALLY WORKS WITH YOUR CHILD ON THE RAINBOW KIT? (PLEASE CHECK ONE OR MORE)
   ___MOTHER ___FATHER ___SISTER/BROTHER ___NO ONE ___SOMEONE ELSE

5. HOW MUCH TIME DID YOUR CHILD SPEND WORKING ON THE LAST ACTIVITY? PLEASE CHECK ONE)
   ___15 MIN. OR LESS ___BETWEEN 16 & 30 MIN. ___BETWEEN 31 MIN. & ONE HOUR ___MORE THAN ONE HOUR

6. HOW HARD DO YOU THINK MOST OF THE ACTIVITIES HAVE BEEN FOR YOUR CHILD ___? (PLEASE CHECK ONE)
   ___TOO HARD ___HARD ___JUST RIGHT ___EASY ___TOO EASY

7. WERE THE DIRECTIONS FOR THE ACTIVITIES HARD TO FOLLOW? (PLEASE CHECK ONE)
   ___ALMOST ALL ___MANY ___SOME ___VERY FEW ___NONE

8. HOW MUCH DO YOU THINK YOUR CHILD HAS LEARNED BY DOING THE MATH RAINBOW KIT ACTIVITIES? (PLEASE CHECK ONE)
   ___VERY MUCH ___MUCH ___SOME ___LITTLE ___VERY LITTLE

9. HOW MUCH HAVE YOU ENJOYED WORKING WITH YOUR CHILD ON THESE ACTIVITIES ? (PLEASE CHECK ONE)
   ___VERY MUCH ___MUCH ___SOME ___LITTLE ___VERY LITTLE

IF YOU HAVE ANY OTHER COMMENTS ABOUT THE MATH RAINBOW KITS, PLEASE WRITE THEM ON THE BACK OF THIS PAGE.

THANK YOU VERY MUCH
FOR YOUR TIME

81.26

Attachment K-7

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 15, 1982

TO: Ann Cunningham, Lee Laws

FROM: Catherine Christner CC

SUBJECT: Math Rainbow Kit Parent Questionnaire

Please review the enclosed draft of a questionnaire for parents about the Math Rainbow Kit. Where the words Your Child appear, each child's first name would appear.

I'd appreciate receiving your comments by the 23rd if possible. Thanks.

CC:lg
Enclosure

APPROVED: Freda Holley
Director, Research and Evaluation

Attachment K-8

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF FEDERAL AND STATE APPLICATIONS AND COMPLIANCE

February 26, 1982

MEMORANDUM

TO: Math Rainbow Kit Personnel

FROM: Ann Cunningham

SUBJECT: Rainbow Kit Parent Questionnaire

We are ready to send out a parent questionnaire for the Math Rainbow Kit. These have been prepared in the same format that was used with the Reading Pilot last year. The process worked well and the responses were quite accurate. Below are the steps we will use to gather information.

1. One parent questionnaire is provided for each student listed on the rosters sent to ORE. Twenty (20) blank questionnaires are included as replacements for those that are lost or for students not listed.

2. Each questionnaire is personalized. A letter to the parents is included in an envelope with the student's name on the front. A folded envelope is provided in each envelope for the return of the questionnaire.

3. When using the blank questionnaires it will be necessary to fill in the name of the student for each question, the same as those done on the computer. Please write the student's full name at the bottom of the blank questionnaire.

4. Please send these home no later than Friday, March 5, 1982, and ask that they be returned by Friday, March 12, 1982.

5. Each student is to receive a free book of his/her choice when the questionnaire is returned. Books are being delivered with this memo. If you need more, or a different level, please call me (458-1291).

6. Please drop your questionnaires in school mail to: Ann Cunningham, Twin Towers, when all are returned or our deadline has been reached.

These procedures worked smoothly last year. I hope they will do well this year. Thank you for your cooperation!

APPROVED: Lee Laws
Lee Laws

xc: Oscar Cantu
Jose Mata
Catherine Christner ✓
Timy Baranoff
Ann Neeley
Kathryn Stone
Alicia Martinez

AC/ni

RAINBOW KIT

Dear Parents:

We are very excited about being able to offer the Math Rainbow Kit Program to some students in our school this year. We hope you are enjoying working on the activities with your children.

Before we make the kit available to more parents and children we need to know some things about how it is being used. This information is very important in helping us decide whether the kits are worth continuing and if they have been helpful.

Please complete the enclosed form and have your child return it to his/her teacher. Your child will receive a free book of his/her choice when you return the form to the school.

Once again, we hope you have enjoyed working with your child using the Math Rainbow Kit.

Sincerely,

Your school principal

FILE ID A / S / P

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

AISD

YEAR: 1981-82

UT PF ____, ____, _____
acct. pass. file name

CONTENTS: Math Rainbow Kit Parent Questionnaire

Field	Columns	Description
	1-3	File ID = ASP
	4-6	School Code
	7-9	Questionnaire ID (number in upper left hand corner)
	10-11	Response to Question 1
	12-12	If answer to Question 2 is yes, punch 1
		If answer to Question 2 is no, punch 2
	13-13	If answer to Question 3 is yes, punch 1
		If answer to Question 3 is no, punch 2
	14-14	If mother is checked on Question 4, punch 1
	15-15	If father is checked on Question 4, punch 1
	16-16	If sister/brother is checked on Question 4, punch 1
	17-17	If no one is checked on Question 4, punch 1
	18-18	If someone else is checked on Question 4, punch 1
	19-19	If answer to Question 5 is 15 min. or less, punch 1

FILE ID A / S / P

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD_____

YEAR: 1981-82

___UT PF____,____,_____
acct. pass. file name

CONTENTS: Math Rainbow Kit Parent Questionnaire

Field	Columns	Description
		If answer to Question 5 is between 16 and 30 min., punch 2
		If answer to Question 5 is between 31 min. and one hour, punch 3
		If answer to Question 5 is more than one hour, punch 4
	20-20	If answer to Question 6 is too hard, punch 1
		If answer to Question 6 is hard, punch 2
		If answer to Question 6 is just right, punch 3
		If answer to Question 6 is easy, punch 4
		If answer to Question 6 is too easy, punch 5
	21-21	If answer to Question 7 is almost all, punch 1
		If answer to Question 7 is many, punch 2
		If answer to Question 7 is some, punch 3
		If answer to Question 7 is very few, punch 4
		If answer to Question 7 is none, punch 5
	22-22	If answer to Question 8 is very much, punch 1

FILE ID A / S / P

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD_____

YEAR: 1981-82

___UT PF_____,_____,_____
acct. pass. file name

CONTENTS: Math Rainbow Kit Parent Questionnaire

Field	Columns	Description
		If answer to Question 8 is much, punch 2
		If answer to Question 8 is same, punch 3
		If answer to Question 8 is little, punch 4
		If answer to Question 8 is very little, punch 5
	23-23	If answer to Question 9 is very much, punch 1
		If answer to Question 9 is much, punch 2
		If answer to Question 9 is same, punch 3
		If answer to Question 9 is little, punch 4
		If answer to Question 9 is very little, punch 5

81.26

ESEA Title I/Title I Migrant

Appendix L

PARENT SURVEY

81.26

Instrument Description: ESEA Title I/Title I Migrant Parent Survey

Brief description of the instrument:

The Parent Survey is a five-item survey in English and Spanish. It was intended to obtain information about the ways in which parents want to be involved in the Title I/Migrant Program and their child's education. On four items, parents could check more than one response. The remaining item was "Yes" or "No" in format.

To whom was the instrument administered?

The survey was mailed to parents of 319 randomly chosen Title I students and 84 randomly chosen Migrant Program students. Additionally 25 students were randomly selected from the two schoolwide project schools.

How many times was the instrument administered?

Once, with a reminder sent to those who failed to respond.

When was the instrument administered?

January, 1982.

Where was the instrument administered?

The survey was mailed to the home address of the students in the sample.

Who administered the instrument?

It was self-administered. Either parent (mother or father) could fill it out.

What training did the administrators have?

None.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Parents who failed to return the survey may differ from those who actually did respond.

Who developed the instrument?

ORE staff - with review and input from other District personnel.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PARENT SURVEY

Purpose

Information from the Parent Survey was used to answer the following:

Title I Regular

Decision Question D6: Should the Title I Parental Involvement Component be modified? If so, how?

Evaluation Question D6-4: How would parents prefer to be involved in PAC's in future years? (What would they like to have included on PAC agendas, for example?)

Title I Migrant

Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-5: How do Migrant Program parents want to be involved in the Migrant Program?

Procedure

Prior to developing the Parent Survey, the Title I Evaluator and Intern and the Migrant Evaluator met with the Parental Involvement Specialist and the community representatives in order to generate ideas for the survey. In order to survey a larger number of parents, a mailout survey was chosen, rather than an interview.

It was considered easier for parents if items with which they agreed could be simply checked. Rating scales and mutually exclusive "best-choice" formats were ruled out as too confusing or arbitrary. Hence, all responses on the survey are not independent of each other. Respondents could check more than one response per item. For this reason, the data were coded in a binary format--the respondent either checked or did not check a response of interest. The questionnaire and cover letter were also translated into a Spanish version such that the English and Spanish version each occupied one side of a single page (See Attachment L-1). Principals were also sent a memo notifying them of the survey effort and a copy of this memo is included in Attachment L-1.

A random sample of 84 preK-6th grade Migrant students was chosen first, with the restriction that no more than one child per family be chosen. Then parents of an additional 319 K-6th grade Title I students were chosen from the 26 regular Title I schools, along with 25 more from Allison and Becker. For the Title I sample, no students who were sampled for Migrant and no more than one child per family were chosen.

The 425 questionnaires were all sent with return postage and envelopes, but mailout and return procedures varied in a 2 X 2 design. The surveys were mailed in late January. One half of the surveys were sent in a bulk mailing, and the other half were stamped. In addition, one half were sent with stamped return envelopes, and the remainder had metered return envelopes.

Since survey research has also shown that a follow-up letter boosts the return rate significantly, a bulk mailing follow-up letter was sent approximately four weeks after the initial letter. This letter is shown in both English and Spanish in Attachment L-2. Follow-up letters were sent to all parents except those who had already responded. In some cases, both parents returned a copy of the questionnaire, having received the original and the follow-up letters. These were counted as two respondents.

Results

Of the 425 questionnnaires mailed, 408 were delivered to homes, and 17 were returned undeliverable. Eighty-one questionnaires were sent and delivered to Migrant parents, 319 were sent to regular Title I parents (not in schoolwide projects) with 303 delivered, and 25 were sent to Title I parents whose children were in schoolwide projects, with 24 delivered.

Of the 408 delivered, 113 were returned in time to be included in this report, for a final return rate of 27.7 percent as shown in Attachment L-3. These 113 respondents will make up the total responses that will be discussed here. Of these 113 questionnaires, 18.6 percent were from Migrant parents, 76.1 percent from regular Title I parents, and 5.3 percent from schoolwide project parents. This return rate is similar to the percentages of the sample as a whole. Hence, each group of parents responded at the same rate, about a 28 percent return rate.

No reliable differences were seen in the frequency of any of the responses as a function of type of program (Regular Title I, Migrant, or Schoolwide projects). Attachment L-4 shows the number and percentage of parents who endorse each of the alternatives on the questionnaires for all three groups of parents combined.

Fourteen percent of the respondents replied using the Spanish version of the questionnaire, while 86 percent responded using the English version. These frequencies were significantly different as a function of the child's program. Of the total number of Migrant parents answering the questionnaire, 28.6 percent answered in Spanish. The percentage of respondents who did not indicate which parent they were was 9.7, while 2.7 percent were grandmothers, 4.4 percent were fathers, and 83.2 percent were mothers, as shown in Attachment L-3.

Not surprisingly, 85.8 percent of the respondents had attended a PAC meeting before, at least once. Parents who attend PAC meetings might be more likely to return such a questionnaire than parents who do not attend PAC meetings.

When asked what things they would most want to do to be part of the Title I/ Migrant program, the respondents top two choices were: 44.2 percent saying they would like to help at the school, and 45.1 percent saying they would like to attend parent-training workshops. Thirty-two and seven tenths percent said that they would like to go to PAC meetings.

When asked what would make PAC meetings more enjoyable to them, 52.2 percent responded by saying if more ways to help children were taught in meetings; 31.0 percent said if the meetings were held on weekends that this would help; 18.6 percent indicated that babysitting services would be welcome, while 17.7 percent expressed a desire to talk more with other parents.

When asked how they would most like to help out at their child's school, 42.5 percent indicated they would help with school events such as plays, carnivals and trips; 38.1 percent expressed a general desire to do whatever the school needed, while 34.5 percent said they would help the teachers with preparing materials, decorations, etc; 27.4 percent said they would help with the children.

When asked what things they would most like to receive training in, 58.4 percent said helping their child read at home; 38.1 percent said they would like to train to help their child with math at home; 34.5 percent wanted training in helping their child behave. Other items mentioned were: 35.4 percent wanted training in asking questions about how their child was doing and 29.2 percent said they would like training in learning games they could play at home with their children.

Versión en español al otro lado

81.26

Attachment L-1
(Page 1 of 5)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

January 15, 1982

Dear Parents:

We are interested in finding out how parents would like to be involved with their children's education.

Your answers in this questionnaire will help the School District to set up programs that will increase parent participation in Austin schools.

It should only take a few minutes to answer the enclosed questionnaire. Please mail it back as soon as possible. We are also enclosing a self-addressed, stamped envelope to help with the return.

If you have any questions, please call Catherine Christner at 458-1227.

Your answers are very important to us.

Thank you for your time.

Sincerely,

Freda Holley

Freda M. Holley, Ph.D.
Director, Office of Research and
Evaluation

FMH:lg

6100 GUADALUPE, AUSTIN, TEXAS 78752 512 / 458-1227

Enero 15, 1982

Padres de familia:

Estamos interesados en saber como los padres de familia quieren estar involucrados en la educación de sus niños.

Sus respuestas a este cuestionario le ayudarán al Distrito Escolar a establecer programas que puedan aumentar la participación de padres en las escuelas de Austin.

Le llevará solamente unos minutos para contestar este cuestionario. Por favor mándelo lo antes posible. Incluimos un sobre rotulado con estampílla para ayudarle a regresarlo.

Si usted tiene preguntas, por favor llame a Catherine Christner al teléfono 458-1227.

Para nosotros, sus respuestas son muy importantes.

Muchas gracias por su tiempo.

Sinceramente,

Freda M. Holley

Freda M. Holley, Ph.D.
Director, Research and Evaluation

FMH:lg

ARE YOU THE mother ____ or father ____

1. HERE ARE SOME WAYS PARENTS MIGHT BE A PART OF THE TITLE I/MIGRANT PROGRAM. CHECK THE two THINGS YOU WOULD LIKE TO DO THE MOST.

   ____ Help at my child's school

   ____ Go to parent-training workshops

   ____ Help other Title I/Migrant parents

   ____ Go to Parent Advisory Council (PAC) meetings

   ____ Other - please put down another way you want to be involved _____

2. HAVE YOU EVER ATTENDED A PARENT ADVISORY COUNCIL MEETING? YES ____ NO ____

3. WHAT WOULD MAKE PARENT ADVISORY COUNCIL MEETINGS MORE ENJOYABLE FOR YOU? PLEASE CHECK WHICH ONES YOU WOULD LIKE.

   ____ If the meetings were shorter

   ____ If babysitting were provided

   ____ If a ride was provided

   ____ If there were more guest speakers

   ____ If I got to talk more with other parents

   ____ If the meetings were held during the day

   ____ If the meetings were held on the weekends

   ____ If we were taught more ways to help our children

   ____ If the meetings were more interesting

   ____ Anything else? Please name here _____

4. IF YOU HAD YOUR CHOICE OF WAYS TO HELP OUT AT YOUR CHILD'S SCHOOL, WHAT THINGS WOULD YOU LIKE TO DO? PLEASE CHECK THE ONES YOU WOULD LIKE TO DO.

   ____ Work with the children

   ____ Help the teachers (prepare materials, decorate room, etc.)

   ____ Work with other parents

   ____ Help with school events (carnivals, plays, trips, etc.)

   ____ Help in the school office (type, call people, copy materials, etc.)

   ____ Work in the library

   ____ Do whatever the school needs most

   ____ Anything else? Please name here _____

5. FOR THE TOPICS LISTED BELOW, PLEASE CHECK THE three THINGS YOU WANT TRAINING IN THE MOST.

   ____ Helping my child read at home

   ____ Helping my child with math at home

   ____ Talking with children

   ____ Keeping my child healthy

   ____ Helping my child behave

   ____ Rewarding my child

   ____ Understanding my child's tests

   ____ Making learning games I can play with my child at home

   ____ Learning about possible jobs and careers for my child

   ____ Learning about cultural or community history

   ____ Asking questions about how my child is doing in school

   ____ Anything else? Please name here _____

ES USTED Madre ___ o Padre ___

1. AQUI HAY VARIAS MANERAS EN QUE LOS PADRES PUEDEN PARTICIPAR EN LOS PROGRAMAS DEL TITULO I/ MIGRATORIO. MARQUE LAS DOS COSAS QUE A USTED LE GUSTARIA HACER.

___ Ayudar en la escuela de mi niño(niña)

___ Ir a una sesión de entrenamiento para los padres

___ Ayudar a otros padres del Titulo I/Migratorio

___ Ir a las juntas del Consejo de padres de familia

___ Otro - escriba otras maneras en que usted quisiera participar _____

2. ¿HA PARTICIPADO USTED EN UNA JUNTA DEL CONSEJO DE PADRES DE FAMILIA? SI ___ NO ___

3. ¿QUE HARIA LAS JUNTAS DEL CONSEJO DE PADRES DE FAMILIA MAS AGRADABLES PARA USTED? MARQUE LOS QUE A USTED LE GUSTARIAN MAS.

___ Si las juntas fueran mas cortas

___ Si hubiera cuidado de niños

___ Si hubiera transportación

___ Si hubiera conferenciantes visitantes

___ Si platicara mas con otros padres

___ Si las juntas se llevaran acabo durante el día

___ Si las juntas se llevaran acabo durante el fin de semana

___ Si nos enseñaran mas maneras de ayudar a nuestros niños

___ Si las juntas fueran mas interesantes

___ ¿Alguna otra cosa? Por favor escríbala aquí _____

4. SI USTED PUDIERA ESCOJER MANERAS DE AYUDAR EN LA ESCUELA DE SU NIÑO, QUE COSAS LE GUSTARIA HACER? POR FAVOR MARQUE LAS COSAS QUE LE GUSTARIA HACER.

___ Trabajar con los niños

___ Ayudar a los maestros (a preparar materiales, decorar el cuarto, etcétera)

___ Trabajar con otros padres

___ Ayudar con los eventos de la escuela (carnavales, obras de teatro, viajes, etcétera)

___ Ayudar en la oficina de la escuela (escribir a máquina, hacer llamadas por teléfono)

___ Trabajar en la biblioteca

___ Ayudar en la escuela en cualquier manera necesaria

___ ¿Alguna otra cosa? Por favor escríbala aquí _____

5. DE LA LISTA A CONTINUACION, MARQUE LAS TRES AREAS EN LA QUE USTED MAS QUISIERA ENTRENAMIENTO.

___ Ayudar a mi niño(niña) a leer en la casa

___ Ayudar a mi niño(niña) con las matemáticas en la casa

___ Hablar con niños y niñas

___ Mantener la salud de mi niño(niña)

___ Ayudar a mi niño(niña) con su comportamiento

___ Recompensar a mi niño(niña)

___ Comprender los exámenes de mi niño(niña)

___ Aprender sobre posibles trabajos o carreras para mi niño(niña)

___ Aprender sobre cultura o historia de la comunidad

___ Hacer preguntas sobre como mi niño(niña) esta funcionando en la escuela

___ Hacer juegos de aprendizaje que pueda a jugar con mi niño(niña) en la casa

___ ¿Alguna otra cosa? Por favor escríbala aquí _____

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 3, 1981

TO: Principals of Title I/Migrant Program Schools

FROM: Karen Carsrud, Catherine Christner, Joe Burleson

SUBJECT: Parent Involvement Questionnaire

The Office of Research and Evaluation will be sending a questionnaire to a sample of Title I/Migrant parents in early January, 1982. Enclosed is a copy of the questionnaire and cover letter to be sent to the parents.

The purpose of the questionnaire is to determine how to encourage and increase parental involvement in the Title I/Migrant Program and in the schools. We are hopeful that the results of the questionnaire will be of use to the District in planning for future parental involvement activities.

Please feel free to direct any questions from parents to us, at 458-1227.

Thank you for your help.

Approved: Linda Holli
Director of Office of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent of Elementary Education

KC:CC:JB:lfs

cc: Timy Baranoff
Hermelinda Rodriguez
Oscar Cantu

Versión en español al otro lado

81.26

Attachment L-2
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

February 5, 1982

Dear Parents:

A short time ago we sent you a questionnaire to find out how parents would like to be involved with their children's education and with the Title I and Migrant programs in AISD.

If you have not sent your questionnaire in yet, we would still like you to do so. Enclosed is another copy of the questionnaire, along with a return envelope for your convenience. *Of course, if you have sent it in already, you do not need to send another!*

If you have any questions, please call Catherine Christner at 458-1227.

Your answers are very important to us.

Thank you for your time.

Sincerely,

Freda Holley

Freda M. Holley, Ph.D.
Director, Research and Evaluation

FMH:lg
Enclosure

6100 GUADALUPE, AUSTIN, TEXAS 78752 512 / 458-1227

Febrero 5, 1982

Padres de familia:

Hace poco tiempo que les enviámos un cuestionario para enterarnos como los padres de familia quieren estar involucrados en la educación de sus niños y con los programas del Título I y Migrante en el Distrito Escolar de Austin.

Si usted no ha mandado su cuestionario todavía, nos gustaría que lo hiciera. Incluído esta otra copia del cuestionario junto con un sobre rotulado con estampilla para que los regrese. *Naturalmente, si usted ya lo regresó, no es necesario que usted envíe otro.*

Si acaso usted tiene preguntas, por favor llame a Catherine Christner al telefono 458-1227.

Sus respuestas son muy importante para nosotros.

Muchas gracias por su tiempo.

Sinceramente,

Freda Holley

Freda M. Holley, Ph.D.
Director, Research and Evaluation

FMH:lg

Title I/Migrant Parent Survey

1. Questionnaires mailed:	Number	Percent
Delivered to homes:	408	96.0
Returned undelivered:	17	5.0
Total	425	100.0

2. Questionnaires delivered:		
Migrant parents:	81	19.9
Title I parents:	303	74.3
Schoolwide project parents:	24	5.9
Total	408	100.0

3. Questionnaires completed:		
Migrant parents:	21	18.6
Title I parents:	86	76.1
Schoolwide project parents:	6	5.3
Total	113	100.0

4. Respondent's Role:		
Mother:	94	83.2
Father:	5	4.4
Grandmother:	3	2.7
Unknown:	11	9.7
Total	113	100.0

5. Project by Language return rates:

	English	Spanish	Totals	
Title I	78	8	86	
	72.9	7.5	80.4	
Migrant	15	6	21	
	14.0	5.6	19.6	
Totals	93	14	107	(number)
	86.9	13.1	100.0	(percent)

Question	Response Item	Number of Responses	Percentage Response
How would you most like help with the Title I/Migrant program?	Help at school	50	44.2
	Go to workshops	51	45.1
	Help parents	10	8.8
	Go to PAC meetings	37	32.7
	Other	9	8.0
Have you attended a PAC meeting?	Yes	97	85.8
	No	16	14.2
How can PAC meetings be more enjoyable?	Shorter meetings	8	7.1
	Babysitting	21	18.6
	Transporation	15	13.3
	Guest speakers	15	13.3
	Talk with parents	20	17.7
	Daytime meetings	11	9.7
	Weekend meetings	35	31.0
	Taught to help children	59	52.2
	Meetings more interesting	14	12.4
	Other	7	6.2
How would you choose to help your child's school?	Work with children	31	27.4
	Help teachers	39	34.5
	Work with parents	11	9.7
	Help with school events	48	42.5
	Help in the office	20	17.7
	Work in the library	17	15.0
	Do whatever needed	43	38.1
	Other	4	3.5
In what area would you most want to be trained?	Helping child with reading	66	58.4
	Helping child with math	43	38.1
	Talking with children	19	16.8
	Keeping child healthy	24	21.2
	Helping child behave	39	34.5
	Rewarding child	12	10.6
	Understanding tests	24	12.2
	Making learning games	33	29.2
	Learning about jobs, careers	27	23.9
	Learning about culture, community	13	11.5
	Inquiring about child	40	35.4
	Other	3	2.7

TITLE I MIGRANT

APPENDIX M

MIGRANT STAFF INTERVIEW

81.26 Instrument Description: Migrant Program Staff Interview

- Brief description of the instrument:

The interview consisted of a series of open-ended questions about each of the five Migrant Program components. The Administrator was the only person who received all questions. The other interviewees were asked only those questions pertinent to their positions.

To whom was the instrument administered?

Title I Migrant Program Administrator, Secondary Migrant Supervisor, Migrant Nurse, Early Childhood Coordinator, and Parental Involvement Specialist.

How many times was the instrument administered?

On e to each person interviewed.

When was the instrument administered?

April 7 - April 15, 1982.

Where was the instrument administered?

In a location of the interviewees' choice, usually their office.

Who administered the instrument?

The Migrant Evaluator.

What training did the administrators have?

Experience and training in interviewing.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Migrant Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT STAFF INTERVIEW

Purpose

The Migrant Staff Interview was conducted with Migrant Program staff members in order to answer the following decision and evaluation questions:

Decision Question D1. Should the Prekindergarten Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-6: How successful was the implementation of the Pre-K Component?

b) What concerns/strengths were identified by Migrant Program staff?

c) How has the reorganization of the AISD central administrative staff affected the implementation of the Pre-K Component?

Decision Question D2. Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

b) What concerns/strengths were identified by Migrant Program staff?

c) How has reorganization of the AISD central administrative staff affected the implementation of the K-12 Component?

Decision Question D3. Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

b) What concerns/strengths were identified by Migrant Program staff?

Decision Question D4. Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

a) What problems/strengths can be noted as a results of separating the Districtwide PAC into two PACs - Elementary and Secondary?

b) How has the reorganization of the AISD central administrative staff affected the implementation of the Parental Involvement Component?

d) What concerns/strengths were identified by Migrant Program staff?

Decision Question D5. Should the MSRTS Component be continued as it is, modified, or deleted?

Evaluation Question D5-2: How successful was the implementation of the MSRTS Component (including SIS)?

b) What concerns/strengths were identified by Migrant Program staff?

Procedure

An appointment was made with each of the five staff members to be interviewed - the Title I/Migrant Program Administrator (April 8, 1982), the Secondary Migrant Program Supervisor (April 7, 1982), the Migrant Program Nurse (April 8, 1982), the Parental Involvement Specialist (April 15, 1982), and the Early Childhood Coordinator (April 8, 1982). A memo confirming the appointment (Attachment M-1) was sent to each person, as was a copy of the interview questions (Attachment M-2) prior to the interview. Each person was asked only the questions designated for his/her position. The interviews were all conducted by the Migrant Program Evaluator. Following the interviews, drafts of the interviews were sent to the staff members for them to check for accuracy and clarity.

Results

Evaluation Question D1-6: How successful was the implementation of the Pre-K Component?

b) What concerns/strengths were identified by Migrant Program staff?

Strengths - Early Childhood Coordinator

The Early Childhood Coordinator felt one of the greatest strengths was the increased coordination with the Title VII Pre-K Program. She and the Title VII supervisor have teamed in their supervisory duties, planned staff development together, and shared ideas and materials.

Another strength is one curriculum being used in the Migrant/Title I Program. The uniformity is a definite asset. She feels teachers are accepting the AISD curriculum and using it in their daily planning and instruction.

The Coordinator felt the teachers had handled their classrooms very well

without aides this year. They had adjusted to the situation in a positive manner.

The migrant prekindergarteners cover a wider range of abilities than do those children in Title I. Some of the Migrant Program students are more verbal. She noted that some children are doing especially well in the program and seem to be making strong individual gains according to their ability.

Strengths - Administrator

The Administrator felt the standardized curriculum was a definite strength. The quality of the in-services offered was very high and the participation in these staff development sessions by teachers has been a strength. He also appreciated the dedication of the teachers.

Concerns - Early Childhood Coordinator

The Coordinator felt some teachers needed to strengthen their professional training in early childhood. Many good training opportunities exist in Austin including state and local conferences, staff development seminars, and course offerings at the University of Texas. Very few teachers take advantage of these opportunities. She wished more teachers would. She also felt some teachers were not as self-motivated as she would like. There is always a need for teachers to be more active and involved in creative planning and in their own professional growth. It is her philosophy that all teachers should be willing to try out new things and seek help/advice/ideas from their supervisor as well as from other teachers.

Concerns - Administrator

Often the students do not attend the school in their own attendance area (due to too few students at one location, the students are grouped to create a whole class). The Administrator felt that some of the teachers do not attend the optional in-services offered as often as they should. This non-attendance limits their contact with the other pre-K teachers and limits opportunities to share ideas, materials, etc. A system of crossvisitation among the pre-K teachers and with kindergarten teachers needs to be established. Although some schools have incorporated their pre-K classes into the art, P.E., music, etc. programs, not all have done this.

Supervisory Concerns - Early Childhood Coordinator

The Coordinator reported having no supervision problems.

Supervisor Concerns - Administrator

He had not noted any problems. He had seen good rapport between the teachers and the Early Childhood Coordinator.

How has not having an aide this school year affected the teachers?

Early Childhood Coordinator

The teachers have made the adjustment quite well. They have used more large group instruction than previously. The teachers have needed more preparation

time since there were no aides to help prepare materials, etc. The teachers have told her they feel the children are more independent since they have had fewer adults to rely upon.

Administrator

The Administrator felt that not having aides has strengthened the teachers - it has increased their personal contact with the students and resulted in direct instruction.

c) How has the reorganization of the AISD central administrative staff affected the implementation of the Pre-K Component?

Early Childhood Coordinator

The main benefit from the reorganization has been allowing the Title VII pre-K supervisor and her to work together to coordinate the two programs. The reorganization has limited her time with the pre-K teachers. She had additional responsibilities when she was assigned the pre-K supervision, and consequently has not spent as much time with the teachers as she feels she and they both want. Her major goal for next year is to increase the amount of time devoted to early childhood matters.

Administrator

The Administrator felt there had been positive impact in that pre-K teachers now feel more a part of the whole - they have a sense of belonging to Elementary Education.

Evaluation Question D1-7: Facing possible continuing reduction of funds, what program options exist at the pre-K level?

Early Childhood Coordinator

The first areas the Coordinator recommended be reduced if monies have to be cut were materials and supplies. If funds had to be reduced even more, she felt the number of classes could be reduced or there could be more combination classes (50% Title I/50% Migrant) to better serve identified areas.

Our district seems to be ahead of most districts in terms of the early childhood program. AISD has gotten many outside inquiries about our AISD early childhood curriculum. People seem very interested in the early childhood program, and in the AISD curriculum especially. There have been a number of staff development requests from other districts (especially in Texas) in this area. It seems there is a strong need for a good early childhood curriculum, and we are a step ahead.

Administrator

The first area in this Component that could be cut (according to the Administrator) is materials funds. Secondly he would try to adjust the location of the classes to lower the transportation costs involved.

The Administrator stated our District was way ahead in this area - others, especially from Texas have inquired about our program.

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

b) What concerns/strengths were identified by Migrant Program staff?

Strengths (K-6) - Administrator

The Administrator felt one of the major strengths at the K-6 level was the coordination between the Migrant, Title I, and SCE Programs. He felt the needs of the students were better addressed by the joint planning among the programs. There have also been more attempts to serve the Migrant Program students with higher achievement scores on a consultation basis for enrichment.

Strengths (7-12) - Secondary Migrant Coordinator

The Secondary Supervisor felt generally the teachers did a good job - improved from last year. They have increased the number of students served. He felt these teachers were working with the regular teachers more often and more successfully than they had previously.

Concerns (K-6) - Administrator

At the K-6 level, not everyone (at all campuses) was keeping student records in the same way. There need to be more uniform procedures for keeping student records across all campuses. The Administrator was not sure that the Title I/SCE Programs were operating consistently as might be needed across campuses.

Concerns - Secondary Migrant Coordinator

Scheduling students in for services is still a problem. Students do not get credit (even AISD credit) for taking Migrant Program classes.

As far as the high school tutorial pilot project is going, the Supervisor reported students were not showing up for their appointments to be tutored. Teachers were frustrated because of this. (See Appendix R of this report for more details of the tutorial project.)

Supervisory Concerns (K-6) - Administrator

The Administrator reported that supervision of the K-6 Migrant Program teachers may have been limited due to new staff receiving this supervisory responsibility for the first time. They have already started planning for improved communication and consistency for next year.

Supervisory Concerns (7-12) - Secondary Migrant Coordinator

The Supervisor had no supervision problems with the teachers. His concern is that the teachers were not observed or evaluated by the instructional coordinators as was supposed to happen. Therefore the teachers (he felt) did not receive the instructional support they needed. This year with reorganization the Coordinator is responsible for management, not instructional supervision.

c) How has the reorganization of the AISD central administrative staff affected the implementations of the K-12 Component?

Administrator

The Administrator felt the program had been strengthened instructionally since planning for it was now included both at the campus level and the districtwide level (more than before). Also the reorganization has resulted in more coordination between the various compensatory programs.

Secondary Migrant Coordinator

The reorganization has been good in that, being only secondary he has had more time to work with school administrative staff. This has helped improve scheduling. Also the extra time has allowed him to work with counselors more re: increasing their awareness of the students' being migrant. He has also used the time to work more with regular teachers who work with the Migrant Program teachers.

The teachers did not receive the instructional supervision/support they needed (he was no longer their instructional supervisor).

Evaluation Question D2-11: Facing possible continuing reduction of funds, what program options exist for the K-12 Instructional Component?

Administrator

The first thing to go if monies are decreased is support staff.

One of the national trends noted by the Administrator was the increase of Austin's situation in other districts - that is, the large majority of migrants are formerly migratory, and therefore fairly stationary in the District. Also, he reported there is increasingly more emphasis on the coordination of supplementary programs at the state level. TEA has requested LEAs to coordinate their services (Title I, Migrant, Bilingual, Special Education, etc.) better to optimize services to eligible students. This is something Austin has been working on for the last several years with notable success.

Secondary Migrant Coordinator

The Coordinator reported if funds were cut he would first do away with the tutorial program. Next he would discontinue serving 11th and 12th graders and work with Reading, CLA classes, and tutorials for 9th and 10th grade students. His preference would be to prorate teachers more with local money - i.e., a teacher would teach 3 Migrant Program periods and 2 Reading (local money) periods. Lastly he would cut the high school program, but try to make sure the Migrant Program students were placed in the proper reading classes.

Comparing our program with others, the Coordinator felt our problems were somewhat unique.

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

b) What concerns/strengths were identified by Migrant Program staff?

Strengths - Nurse

The staff is a plus. The school personnel are very cooperative with the Nurse in her visits to the schools. The families of the Migrant Program students have also been very cooperative in her dealings with them. The generous allotment of monies to this component has been a big plus in allowing her to provide high quality services.

Strengths - Administrator

The administrator felt the dedication of the Health Services Staff was its biggest strength. Their work with the community and other health/service agencies has been extremely beneficial for both the Migrant Program and AISD as a whole. Because of the Nurse's preventative health care done in the past, less follow-ups are needed now, thus increasing the Nurse's time in other areas.

Concerns - Nurse

The biggest problem has been the logistics of providing the medical services. The students are so spread out across the District that reaching everyone is difficult. Also contacting the families is not always easy, since many are very hard to reach during the day. The Nurse suggested that perhaps more flexible hours would be helpful.

Concerns - Administrator

The Administrator reported there were no major weaknesses.

Evaluation Question D3-5: Facing possible continuing reduction of funds, what program options exist for the Health Services Component?

Nurse

If funds have to be reduced in this Component, the Nurse felt the first items to be cut should be the supply and travel funds. If more still needed to be cut, she felt some money could be cut for dental services. Basically the health problems could be even more prioritized so that the more serious problems were taken care of, with routine health exams provided as funds were available.

When the Nurse was asked about any national trends she might know of in Migrant health services, she noted a statewide (and probably national trend) for the Migrant Program nurses to be funded only parttime (with the rest of their funding being from their district as a regular school nurse). To the Nurse's knowledge she was one of the few full-time Migrant Program Nurses around.

Administrator

The first priority should be meeting emergency health needs. The emphasis should then be to serve Pre-K students and current migrants first. Additionally services could be prioritized on the basis of eligibility expiration dates.

The Administrator felt our Nurse is very visible and well-respected. She has planned and conducted some in-services for the entire state.

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

a) What problems/strengths can be noted as a result of separating the Districtwide PAC into two PACs-Elementary and Secondary?

Administrator

The Administrator felt the Secondary PAC has better addressed the parent needs of that age group. This has helped secondary parents feel closer to the program. Additional efforts are underway to coordinate the Elementary Title I/Migrant Districtwide PAC with other programs e.g. bilingual, as the local PACs will not be required for next year. Parent input is needed and could be handled through the Districtwide PAC.

Parental Involvement Specialist

The Specialist felt the Districtwide PACs (elementary and secondary) were better able to address the parents' needs.

The only problem has been that the participation of Migrant Program parents in the PAC was low.

Secondary Migrant Coordinator

The advantages have outweighed the disadvantages. The information presented in PAC meetings and workshops has been more relevant to their interest (since all secondary) and all are migrant. The teachers have helped with the local PACs. Parents have attended the meetings well. The parents have been a more cohesive group, participated more, and been more interested this year. The PAC has been a good opportunity for parents and teachers to be together. One very minor disadvantage has been the Secondary PAC is not oriented to individual schools.

b) How has the reorganization of the AISD central administrative staff affected the implementation of the Parental Involvment Component?

Administrator

The attendance of several Department of Elementary Education administrators at the Texas Migrant Conference provided a good orientation for them to the

Migrant Program. The reorganization has made the Migrant Program more a part of the whole. All the elementary community representatives are now recruiting. The reorganization has allowed the locally and federally funded AISD staff to work more closely together.

Parental Involvement Specialist

The reorganization was seen as beneficial in that all the elementary programs have been brought together and everyone can work on program goals. It has been a real plus working with the Migrant Program Nurse - feel very coordinated with her office.

The paperwork for all three programs (Migrant, Title I, and Title VII) has been very heavy and takes a lot of time. Since not all the administrators were familiar with the program and its goals, a lot of time has been spent explaining the program. The Parental Involvement Specialist felt this has slowed the Program, at least initially.

Secondary Migrant Coordinator

The Secondary Coordinator felt that the placement of the supervision of the secondary community representatives was good. He felt the parents were a more well-defined group. He felt there had been more parent contact this school year.

d) What concerns/strengths were identified by Migrant Program staff?

Strengths - Administrator

This year the Administrator felt parents were more informed of the legalistic process involved in the program. He believes there has been greater coordination between local and federal resources. The process of verifying migrant status has been improved. More parents have been contacted to be sure their children are eligible for the program. More errors about migrant status have been corrected this school year. Training of all community representatives has increased the effectiveness of the recruitment process and therefore increased the effectiveness of the program.

Strengths - Parental Involvement Specialist

The Parental Involvement Specialist (who supervises all elementary Title I, Migrant, and Title VII community representatives) felt a big strength has been all representatives have recruited migrants. This has increased resources. Everyone is more knowledgeable and this benefits all programs. For those migrant parents who attended PAC meetings, their participation in those meetings was good.

Strengths - Secondary Migrant Coordinator

The Secondary Coordinator said the creation of the Secondary PAC was a big strength. Also he felt having the secondary community representatives was a plus. He felt the Program was better able to offer parent workshops that were more appropriate to the secondary students' level.

Concerns - Administrator

The Administrator is not sure this component has met the parents' needs since their attendance at meetings was low. At the beginning of the school year there was not enough communication between the community representatives and the program administrative staff. However, this has improved during the year. The program has not recruited migrant parents in south, southeast, and northeast Austin as much as is needed.

The notices of the PAC meetings have not always been timely. Many PACs started late due to new schools and new staff.

Concerns - Parental Involvement Specialist

It has been hard to get local PACs established at some schools - mainly those with small programs like Cook and Webb. She felt migrant parents were generally not as involved as she would like (in general, they had very low attendance). Also there is only one secretary for all the programs with all the paperwork entailed. This has really been a problem at times. Perhaps with the lessened requirements for PACs for 1982-83, the paperwork load will be less.

Concerns - Secondary Migrant Coordinator

No concerns were noted.

What problems/strengths have you noted as a result of having all the elementary community representatives work on recruiting migrants and having other community representatives work at the secondary level only?

Administrator

This has made it stronger. It is good (at the elementary level) that all the community representatives have one supervisor. The representatives have cooperated to recruit entire families and all have recruited pre-K students.

Parental Involvement Specialist

The main strength is now all the representatives are working on recruiting migrants - this increases resources. The Specialist felt the secondary staff have been better able to address needs/ problems with the split.

The only problem noted was that the elementary and secondary representatives sometimes duplicate services. The two staffs need to coordinate better. This is something they are working on.

Secondary Migrant Coordinator

The Secondary Coordinator felt the coordination between the elementary and

secondary community representatives was sometimes cumbersome (going through their supervisor and also the Program Administrator). Also sometimes there is duplication between elementary and secondary (elementary and secondary representatives are both visiting the same families).

> Evaluation Question D4-6: Facing possible continuing reduction of funds, what program options exist for the Parental Involvement Component?

Administrator

The Administrator expressed a need to prioritize the parents' needs and cut any fringe areas--such as extra support staff, excess materials, and travel.

It is a national trend (being followed in AISD as well) to orient parents more to the legislative process since the program is facing cuts at the national level.

Parental Involvement Specialist

The Specialist felt money for reproduction,refreshments, and supplies should be the first areas to be cut. If still more cuts are needed, then next should be travel. The last cuts should be personnel.

Nationally, she has found that other districts are similar to ours in that all are having trouble getting parents involved (coming to meetings, etc.). She felt some parents felt isolated at national conferences because the speakers don't speak Spanish. From the Specialists' experience in talking with representatives from other districts, our parental involvement program seems advanced over many other districts.

Secondary Migrant Coordinator

The first thing that should be cut if funding is decreased is travel for parents. Secondly, supply money should be cut. Finally, community representatives could be cut-but there must be someone to do eligibility forms.

> Evaluation Question D5-2: How successful was the implementation of the MSRTS Component (including SIS)?
>
> b) What concerns/strengths were identified by Migrant Program staff?

Strengths - Administrator

The Administrator felt the communication with the Service Center had improved this year. The MSRTS Clerk has become more efficient in using the CRT in checking enrollment and withdrawal dates. There has been better screening of students and their eligibility, improved procedures for verification of the termination dates, and better processing of eligibility forms.

Concerns - Administrator

MSRTS Clerk and the Administrator have not always received the followup feedback

on families they requested because there are so many channels things have to go through. He felt improved communication was needed with the teachers in this area.

How successful has the use of the SIS been this school year?

Administrator

The Administrator stated the Skills Information System (SIS) was not much help to our population since it does not allow for the extensive coordination of resources (Migrant, Title I, bilingual, special education, etc.) that AISD employs. Since AISD has so few current migrants (for which the SIS is geared) the process seems like a waste of the teachers' time, but it is required by TEA.

Evaluation Question D5-3: Facing possible continuing reduction of funds, what program options exist for the MSRTS Component?

Administrator

Since the component is required, we cannot cut it. We can only cut supplies and materials.

The national trends in the component are incorporating student achievement data through Accutrak. Also initiated in some areas is the Secondary Credit Exchange Program. This is where high school students get credit for their time/work in a different state.

Attachment M-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 31, 1982

TO: Persons Addressed

FROM: Catherine Christner CC

SUBJECT: Migrant Program Staff Interview

This memo is to confirm our appointment for an interview on
at

Enclosed is a copy of the interview format I will use when conducting the interview. It will not be necessary for you to write out your responses, as I will do that during our session.

I am looking forward to talking with you.

CC:lg
Enclosure

cc: Lee Laws
Timy Baranoff
Hermelinda Rodriguez
J. M. Richard

APPROVED: Freda M. Holley
Director, Research and Evaluation

Persons Addressed: Oscar Cantú
José Mata
Kathleen Bryan
Anita Uphaus
Eva Barron

81.26

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Migrant Program Staff Interview

Persons to be interviewed: Title I/Migrant Program Administrator (A)
Secondary Migrant Supervisor (S)
Migrant Nurse (N)
Parental Involvement Specialist (Sp)
Early Childhood Coordinator (C)

Person Addressed	Questions
A, C	What have been the strengths of the implementation of the Pre-K Component this school year?
A, C	What have been the weaknesses of the implementation of the Pre-K Component this school year?
A, C	How has the reorganization of the AISD central administrative staff affected the implementation of this component?
A, C	Have there been any problems with the supervision of the pre-K teachers?
A, C	How has not having an aide this school year affected the teachers?
A, C	If funds need to be cut, what would you recommend be cut?
A, S	What have been the strengths of the implementation of the K-12 Instructional Component this school year? A (Grades K-6), S (Grades 7-12)
A, S	What have been the weaknesses of the implementation of the K-12 Instructional Component this school year? A (Grades K-6), S (Grades 7-12)
A, S	How has the reorganization of the AISD central administrative staff affected the implementation of this component?
A, S	Have there been any problems with the supervision of K-12 Migrant Program teachers? A (Grades K-6), S (Grades 7-12)
A, S	If funds have to be cut in this component in the future, what would you recommend be cut? A (Grades K-6), S (Grades 7-12)

Person Addressed	Questions
A, N	What have been the strengths of the implementation of the Health Services Component this school year? (Special Programs)
A, N	What have been the weaknesses of the implementation of the Health Services Component this school year?
A, N	If funds have to be cut in this component in the future, what would you recommend be cut?
A, S, Sp	What have been the strengths of the implementation of the Parental Involvement Component this school year?
A, S, Sp	What have been the weaknesses of the implementation of the Parental Involvement Component this school year?
A, S, Sp	How has the reorganization of the AISD central administrative staff affected the implementation of this component?
A, S, Sp	How effective has it been to have an Elementary and a Secondary Districtwide PAC? Advantages, Disadvantages
A, S, Sp	What problems/strengths have you noted as a result of having all the elementary community representatives work on recruiting migrants and having other community representatives work at the secondary level only?
A, S, Sp	If funds have to be cut in this component in the future, what would you recommend be cut?
A	What have been the strengths of the implementation of the MSRTS Component this school year?
A	What have been the weaknesses of the implementation of the MSRTS Component this school year?
A	How successful has the use of the SIS been this school year?
A	If funds have to be cut in this component in the future, what would you recommend be cut?

TITLE I MIGRANT

APPENDIX N

MIGRANT HEALTH SERVICES FORM

81.26

Instrument Description: Migrant Health Services Form

Brief description of the instrument:

This form provides information about the health services delivered by the Migrant Program Nurse. Information collected includes: student name, ID, grade, ethnicity, school, problem, type of contact, resolution of problem, parent contact, and outcome.

To whom was the instrument administered?

The Migrant Program Nurse and her secretary completed the forms.

How many times was the instrument administered?

The forms were kept on a monthly basis.

When was the instrument administered?

Monthly, from August, 1981 through May, 1982.

Where was the instrument administered?

In the Migrant Program Nurse's office or other location of her choice.

Who administered the instrument?

The form was completed by the Migrant Program Nurse or her secretary.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The form was modified slightly from 1980-81 by the Migrant Program Nurse and the Evaluator to suit better both persons' needs.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT HEALTH SERVICES FORM

Purpose

The Migrant Health Services Form was completed by the Migrant Program Nurse in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D3. Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-1: Were the component's objectives met?

Evaluation Question D3-2: What services did Migrant Program students receive?

Evaluation Question D3-3: How many Migrant Program students (by grade and ethnicity) were served by the Migrant Nurse?

Procedure

The Health Services Form was developed in 1977 by the Title I Migrant Evaluator and the Migrant Nurse. The form was designed to describe the individual student contacts made by the Migrant Nurse.

The only changes made in the form itself were to add office visit to type of parent contact and the addition of Referral to Others as a category for outside referrals (like OT/PT, counselor, etc.). This latter was coded in the Outcome column. See Attachment N-1 for the Migrant Health Services Form. The directions for the completion of the form are in Attachment N-2. In completing the forms the Nurse recorded health problem(s) experienced by each student. The problem codes used with the form were the ones designated by the Migrant Student Record Transfer System. Attachment N-3 defines the problem codes used.

The data were keypunched, one card per contact. Attachment N-4 is a copy of the card file layout utilized. The data are stored at AISD on file MG-HEL82.

This year in order to help the Nurse with her reporting to Health Services, a Migrant Health Services and Medical/Dental Expense Monthly Report was developed. See Attachment N-5 for a sample month's completed form. The program used to run these monthly reports is EVØNURSE.

Results

Evaluation Question D3-1: Were the component's objectives met?

This year the Nurse set her goal as seeing 90% of the currently migratory students. By the end of May she had seen 132 of the current migrants. This is 79% of the total number so this objective was not quite met.

The Nurse made 1,151 contacts with students from September through May. This was across 54 campuses. See Figure N-1. The large number of campuses visited indicates how spread out the students are in the District.

In Figure N-2 are comparison figures from 1980-81 and 1981-82 on student contacts made by the Nurse from September through April. The Nurse made more student contacts in 1980-81 than she did during the same time period in 1981-82.

Evaluation Question D3-2. What services did Migrant Program students receive?

The Nurse conducted a variety of different services for students. See Figure N-3. Also the Nurse conducted follow-ups on health problems but these were not recorded.

The Nurse encountered a wide variety of health problems in her contacts with students (Figure N-4). The most common problems were failed dental screening, health supervision, dental screening, and failed vision screening.

Evaluation Question D3-3. How many Migrant Program students (by grade and ethnicity) were served by the Migrant Nurse?

In Figure N-5 are listed the data to answer this question. The most children were seen at pre-K and 97.4% of the students seen were Hispanic. Preventative health/training was the main reason for the focus on the pre-K students.

Miscellaneous

In Figure N-6 is listed the number of contacts made by the Nurse each month. September, October, and November were the months when the most student contacts were made.

The Nurse made 734 contacts with migrant parents. In Figure N-7 are the numbers of types of these parent contacts.

SCHOOL	DUPLICATED COUNT OF STUDENTS SERVED	UNDUPLICATED COUNT OF STUDENTS SERVED
Austin	18	18
Johnston	47	47
McCallum	2	2
Reagan	3	3
Travis	15	15
Crockett	20	20
Anderson	41	41
LBJ	1	1
Fulmore	6	6
Burnet	5	5
O. Henry	16	16
Pearce	4	4
Porter	14	14
Martin	22	22
Murchison	11	11
Bedichek	4	4
Allison	78	78
Barton Hills	4	4
Becker	30	30
Blanton	3	3
Brentwood	1	1
Brooks	90	90
Bryker Woods	6	6
Casis	4	4
Cunningham	9	9
Dawson	81	81
Govalle	14	14
Harris	9	9
Highland Park	37	37
Joslin	29	29
Mathews	1	1
Metz	75	75
Ortega	69	69
Sanchez	56	56
Pleasant Hill	15	15
Ridgetop	26	26
St. Elmo	64	64
Sims	1	1
Travis Heights	22	22
Allan	69	69
Wooten	1	1
Zavala	3	3
Zilker	2	2
Odom	5	5
Winn	1	1
Sunset Valley	4	4
Linder	2	2
Cook	19	19
Houston	1	1
Webb	8	8
Langford	79	79
Diagnostic Adjstmnt. Ctr.	1	1
W. R. Robbins	1	1
St. Mary's	2	2
TOTALS	1,151	498

Figure N-1. COUNT OF MIGRANT PROGRAM STUDENTS SERVED AT EACH SCHOOL DURING SEPTEMBER THROUGH APRIL, 1981-82. Duplicated indicates number of contacts with students at that school. Unduplicated indicates number of students seen (regardless of number of times each student was seen).

Grade	1980-81 Duplicated Count of Students Served	1980-81 Unduplicated Count of Students Served	1981-82 Duplicated Count of Student Served	1981-82 Unduplicated Count of Students Served
Pre-K	400	140	396	131
K	146	65	76	40
1	119	62	102	48
2	86	43	82	37
3	87	44	66	33
4	96	41	60	32
5	77	33	66	27
6	71	31	35	19
7	68	33	43	23
8	57	36	33	15
9	90	47	56	27
10	26	20	34	20
11	24	17	30	14
12	6	6	19	13
TOTAL	1,353	618	1,098	479

Figure N-2. COUNT OF MIGRANT STUDENTS SERVED AT EACH GRADE LEVEL DURING SEPTEMBER-APRIL 1980-81 AND SEPTEMBER-APRIL, 1981-82.

Activity	Number of Times Activity Was Performed
Regularly Scheduled Exam	295
Non-Scheduled Exam	117
Phone Contact	329
Referral to Medical Doctor	300
Referral to Dentist	187
Home Visit	56
Counseling/Teaching	211
Referral to Other Professional	29

Figure N-3. TALLY OF VARIOUS NURSING ACTIVITIES FOR SEPTEMBER, 1981 THROUGH MAY, 1982.

PROBLEM CODE	PROBLEM	FREQUENCY	PERCENTAGE
1712	FAILED DENTAL SCREENING	194	16.9
1601	HEALTH SUPERVISION	170	14.8
1716	DENTAL SCREENING	119	10.4
2203	VISION SCREENING	119	10.4
1602	PHYSICAL EVALUATION	118	10.3
0525	FAILED VISION SCREENING TEST	81	7.1
1305	OTHER ILL-DEFINE COND.	30	2.6
0703	UPPER RESP. INFECTION, COLD, SORE THROAT, ETC.	26	2.3
9999	SENSITIVE DATA	25	2.2
0519	NEEDS GLASSES	23	2.0
0507	OTITIS MEDIA	23	2.0
1006	OTHER PROBLEMS OF SKIN/SUBCUTANEOUS TISSUE	17	1.5
0108	PEDICULOSIS	15	1.3
0509	OTHER EYE PROBLEMS	13	1.1
0903	OTHER GENITO-URINARY	10	0.9
0526	FAILED HEARING SCREENING TEST	9	0.8
0508	OTHER EAR PROBLEMS	8	0.7
1001	IMPETIGO	8	0.7
1302	HEADACHE	7	0.6
1308	NOSE BLEED	7	0.6
1102	OTHER DISEASES OF THE MUSCULO-SKELETAL SYSTEM	6	0.5
1002	SCABIES	6	0.5
0523	AMBLYOPIA	6	0.5
0105	HEPATITIS	5	0.4
0118	STREPTOCOCCAL INFECTNS	5	0.4
0303	OBESITY	5	0.4
0704	OTHER RESPIR. DISEASES	5	0.4
0901	DISEASES OF THE KIDNEY/BLADDER	5	0.4
1700	DENTAL HEALTH	4	0.3
1209	HEART MURMUR	4	0.3
0803	OTHER PROB. OF DIGESTIVE SYSTEM	4	0.3
0802	GASTROENTERITIS/COLITIS	4	0.3
0522	REFERRAL	4	0.3
1603	IMMUNIZATIONS	4	0.3
1004	DERMATITIS	3	0.3
0701	ASTHMA	3	0.3
0309	POOR NUTRITIONAL HABITS	3	0.3
0120	ATHLETE'S FOOT	2	0.2
0301	DIABETES MELLITUS	2	0.2
0517	ASTIGMATISM	2	0.2
0520	WEARS GLASSES	2	0.2
0702	INFLUENZA AND PNEUMONIA	2	0.2
0705	CHEST PAINS	2	0.2

Figure N-4. NUMBER AND PERCENTAGE OF CONTACTS MADE FOR EACH HEALTH PROBLEM. (Page 1 of 2)

PROBLEM CODE	PROBLEM	FREQUENCY	PERCENTAGE
1003	RINGWORM	2	0.2
1008	WARTS	2	0.2
1403	DISLOC., SPRAIN, STRAIN	2	0.2
1404	ALCERATION, OPEN WOUND	2	0.2
1507	PLANTS	2	0.2
0119	OTHER INFECTIVE, PARASIT.	1	0.1
0122	CAPITIS	1	0.1
0304	OTHER ENDOCRINE NUTRIT/METABOLIC PROBLEMS	1	0.1
0404	ANEMIA	1	0.1
0521	WEARS HEARING AID	1	0.1
0531	CONGENITAL CATARACT	1	0.1
0532	PINK EYE	1	0.1
0803	OTHER PROBLEMS OF THE DIGESTIVE SYSTEM	1	0.1
0900	DISEASES OF THE GENITO-URINARY SYSTEM	1	0.1
1005	ECZEMA	1	0.1
1101	ARTHRITIS/RHEUMATISM	1	0.1
1103	SCOLIOSIS SCREENING	1	0.1
1109	SPINAL SCOLIOSIS	1	0.1
1204	OTH CONGENITAL ANAMOLIES	1	0.1
1210	FLAT FOOTED	1	0.1
1301	CONVULSIVE DISORDERS	1	0.1
1307	ENLARGED TONSILS	1	0.1
1400	ACCIDENTS, TRAUMA AND INJURIES	1	0.1
1402	FRACTS. OF EXTREMITIES	1	0.1
1510	UNSPECIFIED CAUSE	1	0.1
1513	INSECTS	1	0.1
1609	HEALTH REFERRAL	1	0.1
1801	DISORD ARTICULATION	1	0.1
1804	DISORD RHYTHM (STUTTER)	1	0.1
1901	TONSILLECTOMY	1	0.1

Figure N-4. NUMBER AND PERCENTAGE OF CONTACTS MADE FOR EACH HEALTH PROBLEM.
(continued, page 2 of 2)

Grade	Hispanic	Black	Amer.Indian	Anglo	Other
Pre-K	132	1	0	0	0
K	43	1	0	0	0
1	49	1	0	0	0
2	36	1	0	1	0
3	34	0	0	0	0
4	33	2	0	0	0
5	29	1	0	0	0
6	18	1	0	0	0
7	23	0	0	1	0
8	15	0	0	0	0
9	28	0	0	0	0
10	20	1	0	0	0
11	12	2	0	0	0
12	13	0	0	0	0
Total	485	11	0	2	0

Figure N-5. COUNT OF MIGRANT STUDENTS SERVED (BY GRADE LEVEL AND ETHNICITY) BY THE MIGRANT NURSE FROM SEPTEMBER-MAY, 1981-82.

Month	Number of Student Contacts
September	180
October	180
November	165
December	67
January	118
February	112
March	121
April	155
May	53
Total	1,151

Figure N-6. DUPLICATED COUNT OF STUDENTS CONTACTED EVERY MONTH (SEPTEMBER, 1981-MAY, 1982).

Phone Call	Note to Parents	Visit to Nurse's Office	Total
369	254	111	734

Figure N-7. NUMBER AND TYPES OF PARENT CONTACTS MADE BY THE MIGRANT NURSE SEPTEMBER-MAY, 1981-82.

ARU

MIGRANT HEALTH SERVICES FORM

SCHOOL: _____

DATE: _____

NAME (LAST FIRST)	AISD ID NUMBER (TO BE COMPLETED BY ORE)	ETHNICITY	GRADE	CONTACT BY MIG. NURSE: REGULARLY SCHEDULED SC	CONTACT BY MIG. NURSE: NON-SCH. EXAM	CONTACT BY MIG. NURSE: HANDLED BY PHONE*	PROBLEM(S): DESCRIPTION	PROBLEM(S): MSRTS CODE	RESOLUTION BY MIGRANT NURSE: REFERRED TO MD	RESOLUTION BY MIGRANT NURSE: REFERRED TO DENTIST	RESOLUTION BY MIGRANT NURSE: HOME VISIT	RESOLUTION BY MIGRANT NURSE: COUNSELING OR TEACHING	RESOLUTION BY MIGRANT NURSE: PARENT CONTACT	OUTCOME	COMPLETED ☑

*And other contacts as coded

INSTRUCTIONS: MIGRANT HEALTH SERVICES FORM

The Migrant Health Services Form should be completed on a monthly basis and sent through the school mail to Catherine Christner, Administration Building, Box 79.

In an effort to reduce clerical time, follow-up contacts will not be recorded on this form.

In addition to the directions below, an example is attached.

SCHOOL: The three-digit school code should be entered on this line. Please use the attached school code list to find each school's number code. Use a different Migrant Health Services Form for each school.

DATE: Please enter the month and year the expenses were incurred, i.e., Oct. 81.

NAME: The student name should be listed with the last name first then a space, followed by the student's first name.

AISD ID NUMBER: The seven-digit AISD student identification number will be completed by ORE personnel.

ETHNICITY: Please enter the one-digit ethnicity code as taken from the following list: (1) American Indian (2) Asian or Pacific Islander (3) Black, not of Hispanic origin (4) Hispanic, and (5) Anglo, not of Hispanic origin.

GRADE: The student's current grade in school should be entered.

CONTACT BY THE MIGRANT NURSE: This falls into the three categories listed below.

1) Regularly Scheduled Screening. This is a screening or exam given at a scheduled time at the student's school. This would not include, for example, a scheduled follow-up exam which was separate from the scheduled exams given to other members of a student's school.

2) Non-Scheduled Exam. This would include any exam given by the Migrant Nurse at the student's school or in the Nurse's office which would not be classified as a scheduled screening.

3) Handled by Phone. Use the following codes in this category:
   1 = The Nurse diagnoses the problem and takes some action by phone without seeing the student.
   2 = Immunization Record Check
   3 = Other

Record a "1" in the column of whichever of the three headings is the most applicable, except if the contact is an Immunization Record Check (2) or Other (3) under the Handled-by-Phone category.

PROBLEMS(S): This section is where a listing is made of what health problems were found. Two types of information are requested.

(1) Description. Under this column a brief verbal description of the health problem noted for that student is listed. Each additional health problem for that student is listed on succeeding lines.

(2) MSRTS Code. Across from description of each health problem the appropriate four-digit MSRTS Code should be entered. If no problem was found, enter 0000. Use 9999 to indicate no appropriate code was available or the code was unknown. Use 1305 to indicate the student's condition is ill-defined--a problem exists, but no diagnosis is available.

RESOLUTION BY MIGRANT NURSE: One or more columns under this heading will generally be completed following each contact by the Migrant Nurse. There may be some cases where none of the actions listed were taken. If multiple actions are taken for a given column (for example, two home visits), indicate the number of occurrences. Otherwise, place a "1" under the proper column (Referred to MD, Referred to Dentist, Home Visit, and Counseling or Teaching). In the last column, Parent Contact, please enter the following codes as appropriate: 1 = A parent is contacted by phone; 2 = A note home to the parent is sent; and 3 = The parent makes a visit to the Nurse's office.

If some unlisted action is taken, write "other" and a description in the "Outcome" column. Under the referral headings, "W" means on the waiting list.

OUTCOME: This column is provided for the Nurse to expand upon the resolution of any contacts with students. Its use is up to the Nurse's disgression.

COMPLETED ☑: This column is provided for the Nurse's convenience to check as a case is resolved.

When situations arise which are not readily recorded on the form, please call Catherine Christner at 458-1227, so that some agreed-upon solution can be reached.

EXAMPLE

ARU

MIGRANT HEALTH SERVICES FORM

SCHOOL: 053

DATE: Oct. 81

NAME (LAST FIRST)	AISD ID NUMBER (TO BE COMPLETED BY ORE)	ETHNICITY	GRADE	CONTACT BY MIG. NURSE: REGULARLY SCHEDULED SC	CONTACT BY MIG. NURSE: NON-SCH. EXAM	CONTACT BY MIG. NURSE: HANDLED BY PHONE*	PROBLEM(S) DESCRIPTION	PROBLEM(S) MSRTS CODE	RESOLUTION BY MIGRANT NURSE: REFERRED TO MD	RESOLUTION BY MIGRANT NURSE: REFERRED TO DENTIST	RESOLUTION BY MIGRANT NURSE: HOME VISIT	RESOLUTION BY MIGRANT NURSE: COUNSELING OR TEACHING	RESOLUTION BY MIGRANT NURSE: PARENT CONTACT	OUTCOME	COMPLETED ☑
Samaripa Sissy		4	7	1			Athlete's Foot	0120				1	1	Mother will get med.	
" "		"	"				Failed vision scr.	0525	1					Appt. w/Mig. $	
Olegario Oscar		4	8			1	Ear infection	0507	1				2	Appt. w/Mig. $	
Rendon Rupert		4	8	1			Dental Care	1712		1			2	Appt w/Mig. $	

*And other contacts as coded

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Attachment N-2
(continued, page 3 of 4)

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SCHOOL CODE LISTING

This roster identifies schools in code form, using the codes listed below.

ELEMENTARY SCHOOLS	CODE
Allan	142
Allison	101
Andrews	102
Barrington	149
Barton Hills	103
Becker	104
Blackshear	105
Blanton	106
Brentwood	107
Brooke	108
Brown	109
Bryker Woods	110
Campbell	111
Casis	112
Cook	161
Cunningham	113
Dawson	114
Doss	154
Govalle	116
Graham	159
Gullett	117
Harris	118
Highland Park	119
Hill	155
Houston	162
Joslin	120
Langford	168
Lee	121
Linder	160
Maplewood	122
Mathews	123
Menchaca	147
Metz	124
Norman	150
Oak Hill	148
Oak Springs	125
Odom	156
Ortega	126
Pease	128
Pecan Springs	129
Pillow	151
Pleasant Hill	130
Read	131
Reilly	132
Ridgetop	133
Rosedale	134
Rosewood	135

ELEMENTARY SCHOOLS	CODE
St. Elmo	136
Sanchez	127
Sims	139
Summitt	138
Sunset Valley	158
Travis Heights	140
Walnut Creek	141
Webb	167
Williams	166
Winn	157
Wooldridge	152
Wooten	144
Zavala	145
Zilker	146

JUNIOR HIGH SCHOOLS	CODE
Bedichek	054
Burnet	046
Dobie	055
Fulmore	043
Lamar	045
Martin	051
Murchison	052
O. Henry	047
Pearce	048
Porter	049

SENIOR HIGH SCHOOLS	CODE
Anderson	009
Austin	002
Crockett	008
Johnson (LBJ)	010
Johnston	003
Lanier	004
McCallum	005
Reagan	006
Travis	007

OTHER	CODE
Robbins	265
Teenage Parent	259

MSR'S HEALTH PROBLEMS LIST

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CODE	HEALTH PROBLEM	EH LINKAGES
1400	ACCIDENTS, TRAUMA AND INJURIES	
1401	FRACTS. OF SKULL,SPINE,AND TRUNK	206
1402	FRACTS. OF EXTREMITIES	206
1403	DISLOC, SPRAIN, STRAIN	206
1404	LACERATION, OPEN WOUND	206
1405	BURNS	206
1406	POISONING-TOXIC EFFECT	206
1500	ALLERGIC CONDITIONS TO EXTRANEOUS AGENTS	
1501	DETERGENTS	206
1502	OILS AND GREASE	206
1503	SOLVENTS	206
1504	DRUGS	206
1505	CHEMICALS	206
1506	FOODS	205 206
1507	PLANTS	206
1508	ANIMALS	206
1509	ULTRA-VIOLET RADIATION (EXCEPT SUNBURN)	206
1510	UNSPECIFIED CAUSE	206
1511	ASA ASPIRIN	206
1512	PENICILLIN	206
1513	INSECTS	206
1514	WASP OR BEE STINGS	206
1515	HORSE SERUM	
1800	COMMUNICATIVE DISORDERS	204
1801	DISORD ARTICULATION	204
1802	DISORDERS OF VOICE	204
1803	DISORD LANG. SYMBOLIZAT	204
1804	DISORD RHYTHM (STUTTER)	204
1200	CONGENITAL ANOMALIES	
1201	CARDIO-VASCULAR (HEART DEFECT)	101 206
1202	CONGENITAL HIP (POSSIBL MOTOR IMPAIRMENT)	203
1203	CLEFT LIP/PALATE (POSS. SPEECH IMPAIRMENT)	204
1204	OTH CONGENIT. ANAMOLIES	206
1205	HERNIA	101 206
1206	UMBILICAL HERNIA	101 206
1207	NYSTAGMUS	201
1208	STRABISMUS	201
1209	HEART MURMUR	
1210	FLAT FOOTED	
1211	FAILURE TO THRIVE	
1700	DENTAL HEALTH	205 206
1701	EXTRACTION	
1702	FILLINGS	
1703	PARTIAL	
1704	DENTURES	
1705	BRACES	
1706	PROPHYLAXIS	
1707	PERMANENT BRIDGE	
1708	ROOT CANAL	
1709	CAPPING	

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MIGRANT PROGRAM

CODE	HEALTH PROBLEM	EH LINKAGES
1710	REFERRAL	
1711	CAVITIES	
1712	FAILED DENTAL SCREENING	
1713	FLOURIDE SCREENING	
1714	FLOURIDE TREATMENT	
1715	FLOURIDE RINSE	
1716	DENTAL SCREENING	
1717	ABSCESS SCREENING	
1718	PULPOTOMY	
1719	NEEDS TO SEE ORTHODONTIST	
1720	INDIRECT PULCAP	
1721	ACID ETCH CROWN	
1722	ALLOY	
1723	ADAPTIC	
1724	DENTAL X-RAY	
1725	PERIODENTAL POCKET	
1726	INCISION & DRAINAGE	
1727	PALATAL COMPOSITE RESTORATION	
1728	CROWN	
1729	GUT-SUTURE	
1730	SPACE MAINTAINER	
1731	UVEITIS	
1732	FORMOCRESOL PULP	
1733	GINGIVITIS	
1100	DISEASES OF MUSCULO-SKELETAL SYSTEM	
1101	ARTHRITIS/RHEUMATISM	101 203
1102	OTHER DISEASES OF THE MUSCULO-SKELETAL SYSTEM	101 203
1103	SCOLIOSIS SCREENING	
1104	LEG PERTHES	
1105	SCOLIOSIS SCREENING-NEGATIVE	
1106	LORDOSIS SCREENING	
1107	PODIATRIC SCREENING	
1108	OSGOOD SCHLATTERS DISEASE	
1109	SPINAL SCOLIOSIS	
1110	ARTHROGRIPOSIS	
1111	ORTHOPEDIC SCREENING	
1112	OSTEOCARCINOMA	
0400	DISEASES OF THE BLOOD FORMING ORGANS	
0401	SICKLE CELL ANEMIA	101 203 206
0402	HEMOPHILIA	101 203 206
0403	LEUKEMIA	101 203 206
0404	ANEMIA	101 203 206
0405	GLYCEMA	101 203 206
0600	DISEASES OF THE CIRCULATORY SYSTEM	
0601	CARDIOVASCULAR DISEASES	101
0602	CEREBRAL VASC. ACCIDENT	206
0603	HYPERTENSION	206
0604	RHEUMATIC FEVER/RHEUMA-TIC HEART DISEASE	101 206
0605	OTHER PROBS OF CIRCULA-TORY SYSTEM/OTHER HEART	206
0606	SUBCONJUNCTIVA HEMATOMA	

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CODE	HEALTH PROBLEM	EH LINKAGES
0800	DISEASES OF THE DIGESTIVE SYSTEM	
0801	DISEASES OF THE LIVER	206
0802	GASTROENTERITIS/COLITIS	
0803	OTHER PROB OF DIGESTIVE SYSTEM	206
0804	ESOPHAGUS MALFUNCTION	
0805	DRAIN PLUGGED SALIVARY GLAND	
0806	THRUSH	
0807	JAUNDICE	
0900	DISEASES OF THE GENITO-URINARY SYSTEM	
0901	DISEASES OF THE KIDNEY/ BLADDER	206
0902	DISEASES OF GENITAL ORG	206
0903	OTHER GENITO-URINARY	206
0904	HYDROCELE	
0500	DISEASES OF THE NERVOUS SYSTEM	
0501	PARAPLEGIC/QUADRAPLEGIC	101 203 204 206
0502	BLIND/PARTIALLY BLIND	201 203
0503	CATARACT (EXCEPT CONGENITAL)	201 203
0504	DEAF/PARTIALLY DEAF	202
0505	GLAUCOMA	201
0506	MTR NEURON DISORDER(INC POST-POLIO)MTR IMPRMNT	101 203
0507	OTITIS MEDIA	202
0508	OTHER EAR PROBLEMS	202
0509	OTHER EYE PROBLEMS	201
0510	SPEECH DISTURBANCES	204
0511	OTHER DISEASES OF NERV. SYSTEM/SENSE ORGANS	206
0512	ORGANIC VISUAL PROBLEM	
0513	BINOCULAR VISUAL	
0514	REFRACTIVE	
0515	HYPEROPIA	201
0516	MYOPIA	201
0517	ASTIGMATISM	201
0518	NEEDS HEARING AID	202
0519	NEEDS GLASSES	201
0520	WEARS GLASSES	201 206
0521	WEARS HEARING AID	202
0522	REFERRAL	206
0523	AMBLYOPIA	
0524	ANISOMETROPIA	
0525	FAILED VISION SCREENING TEST	201
0526	FAILED HEARING SCREENING TEST	202
0527	WEARS CONTACT LENS	
0528	BITING NAILS	
0529	NERVOUS STOMACH	
0530	CEREBRAL PALSY	
0531	CONGENITAL CATARACT	
0532	PINK EYE	
0533	NEUROFIBROMATOSIS	
0534	COLOR BLINDNESS	
0535	DYSLEXIA	
0536	BLEPHARITIS	

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CODE	HEALTH PROBLEM	EH LINKAGES
0537	CHALAZION	
0538	EMMETROPHIA	
0700	DISEASES OF THE RESPIRATORY SYSTEM	
0701	ASTHMA	101 206
0702	INFLUENZA AND PNEUMONIA	206
0703	UPPER RESP. INFECTION, COLD, SORE THROAT, ETC.	206
0704	OTHER RESPIR. DISEASES	206
0705	CHEST PAINS	
1000	DISEASES OF THE SKIN-SUBCUTANEOUS TISSUE	
1001	IMPETIGO	206
1002	SCABIES	206
1003	RINGWORM	206
1004	DERMATITIS	206
1005	ECZEMA	206
1006	OTHER PROBLEMS OF SKIN/ SUBCUTANEOUS TISSUE	206
1007	INGROWN TOE NAIL	
1008	WARTS	
0300	ENDOCRINE, NUTRITIONAL AND METABOLIC DISEASES	
0301	DIABETES MELLITUS	101 205 206
0302	MALNUTRITION/DEHYDRATN	101 205 206
0303	OBESITY	205
0304	OTHER ENDOCRINE NUTRIT/METABOLIC PROBLEMS	205 206
0305	HYPOGLYCEMIA	
0306	HYPERACTIVE	
0307	HASHIMOTO STRUMA	
0308	ABSCESS CELLULITIS INFECTION	
0309	POOR NUTRITIONAL HABITS	
2200	EXAMINATION - VISION,DENTAL, HEALTH + OTHER	
2201	AUDIO EXAMS	
2202	MCT-VISION SCREENING	
2203	VISION SCREENING	
2204	TWO HR POST PRANDIAL GLUCOSE TS7	
2205	OFFICE VISIT	
2000	HEALTH PROBLEM SAMPLE	
2001	HEALTH PROBLEM SAMPLE	
0100	INFECTIVE AND PARASITIC DISEASES	
0101	DIPTHERIA	
0102	COCCIDIOIDOMYCOSIS	
0103	DIARRHEA	206
0104	SALMONELLA OR SHIGELLA	206
0105	HEPATITIS	206
0106	MEASLES	
0107	MUMPS	
0108	PEDICULOSIS	206
0109	PERTUSSIS	
0110	RUBELLA(GERMAN MEASLES)	
0111	VENEREAL DISEASE	206
0112	TRACHOMA	201 206
0113	TUBERCULOSIS, PULMONARY-ACTIVE	101 205 206
0114	TUBERCULOSIS, PULMONARY-INACTIVE	206

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CODE	HEALTH PROBLEM	EH LINKAGES
0115	TUBERCULOSIS, REACTOR / CONVERTER	206
0116	TUBERCULOSIS, EXTRA- PULMONARY	206
0117	TUBERCULOSIS, OTHER	206
0118	STREPTOCOCCAL INFECTNS	206
0119	OTHR INFECTIVE,PARASIT.	206
0120	ATHLETE'S FOOT	
0121	CHICKEN POX	
0122	CAPITIS	
0123	MENINGITIS	
0124	MALARIA	
0125	SCARLET FEVER	
0126	HEMOPURPURA	
0200	NEOPLASMS	
0201	MALIGNANT	206
0202	BENIGN	206
9900	SENSITIVE DATA	
1600	SUPPLEMENTARY CLASSIFICATION	
1601	HEALTH SUPERVISION	206
1602	PHYSICAL EVALUATION	206
1603	IMMUNIZATIONS	206
1604	AMPUTATION	101 203 206
1605	X-RAY	206
1606	EEG ELECTROENCEPHALOGRAM	
1607	TETANUS SHOT	
1608	MEDICATION PRESCRIBED	
1609	HEALTH REFERRAL	
1610	EMERGENCIES	
1611	ANTIBIOTICS	
1612	CHEST X-RAY	
1613	IMMUNIZATIONS REFUSED	
1614	BREAST EXAMINATION	
1615	HEMOGLOBIN	
1616	HEMATOCRIT	
1617	COMPLETE BLOOD COUNT	
1618	CHEMOTHERAPY	
1619	ALOPECIA AREOLA	
1900	SURGERY	
1901	TONSILLECTOMY	206
1902	ADENOIDECTOMY	206
1903	T AND A	206
1904	MYRINGOTOMY	206
1905	MYRINGOTOMY BILATERAL	206
1906	APPENDECTOMY	206
1907	TYMPANOPLASTY	206
1908	CYSTOSCOPY	206
1300	SYMPTOMS, ILLNESSES--DEFINED CONDITIONS	
1301	CONVULSIVE DISORDERS	206
1302	HEADACHE	206
1303	INFESTATIONS, MITES	206
1304	INFESTATIONS, TICKS	206

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MIGRANT PROGRAM

CODE	HEALTH PROBLEM	EH LINKAGES
1305	OTHER ILL-DEFINED COND.	206
1306	EPILEPSY	101 206
1307	ENLARGED TONSILS	206
1308	NOSE BLEED	
2100	WOMEN INFANT CHILDREN WIC	

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AUSTIN PUBLIC SCHOOLS
MIGRANT PROGRAM

TOTAL HEALTH PROBLEMS = 255.

FILE ID A / R / U

CARD FILE LAYOUT

LOCATION:

✓ AISD

___ UT PF ____, ____, _____
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1981-82

CONTENTS: Migrant Health Services Form

Field	Columns	Description
	1-3	File ID = ARU
	5-7	School Code
	9-12	Date of monthly report: Sept.'81 = 0981; Oct.'81 = 1081; Nov. '81 = 1181;
		Dec.'81 = 1281; Jan.'82 = 0182; Feb.'82 = 0282; March '82 = 0382; April'82 = 0482;
		May '82 = 0582
	14-33	Student Name (Last Name space First Name)
	35- 41	AISD Student ID
	43-43	Ethnicity: 1 = American Indian; 2 = Asian/Oriental; 3 = Black; 4 = Hispanic;
		5 = Anglo
	45-46	Grade: Pre-K = -1; K = 00; 1= 01; 2= 02; etc.
	48-48	Regularly Scheduled Visit (Screening) : 1 or Blank
	50-50	Non-Scheduled Exam: 1 or Blank
	52-52	Handled by Phone: 1, 2, 3, or Blank
	54-57	MSRTS Code: 4-digit problem code

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Attachment N-4
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FILE ID A / R / U

CARD FILE LAYOUT

LOCATION:

✓ AISD

___ UT PF ____, ____, _____
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1981-82

CONTENTS: Migrant Health Services Form (con't.)

Field	Columns	Description
	59-59	Referred to MD: 1 or Blank
	61-61	Referred to Dentist: 1 or Blank
	63-63	Home Visit: 1 or Blank
	65-65	Counseling or Teaching: 1 or Blank
	67-67	Other Resolution: 1 = Psychologist/Counselor; 2 = Public Health Department;
		3 = Regular School Nurse; 4 = AISD Vision/Hearing Technician; 5 = Speech
		Therapist; 6 = LST (Local Support Team); 7 = OT/PT; or blank
	69-69	Parent Contact: 1 = Phone Call; 2 = Note to Parent; 3 = Office Visit by Parent;
		or Blank

Attachment N-4
(continued, page 2 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

MIGRANT HEALTH SERVICES AND MEDICAL / DENTAL
EXPENSE MONTHLY REPORT
SEPTEMBER, 1981

	STUDENT CONTACTS							RESOLUTION OF PROBLEMS (REFERS TO THIS MONTH ONLY)							
GRADE	REG SCHED EXAM	NON SCHED EXAM	PHONE CON-TACT	TOTAL PROBLM THIS MONTH	TOTAL PROBLM TO DATE	TOTAL CONTCT THIS MONTH	TOTAL CONTCT TO DATE	REFERD TO MD	REFERD TO ODS	HOME VISIT	COUNSE / TEACH	REFERD TO OTHER	PARENT CONTACT PHONE	PARENT CONTACT NOTE	PARENT CONTACT OFFICE VISIT
PRE-K	65	2	1	98	100	67	68	2	22	0	73	1	6	1	1
K	0	3	4	9	9	7	8	4	3	0	0	0	3	0	2
1	1	5	1	11	11	7	7	8	0	1	1	1	1	0	5
2	0	2	3	8	8	5	5	5	1	1	3	0	3	0	2
3	0	2	0	2	2	2	2	2	0	0	0	0	0	0	2
4	0	2	3	7	7	6	6	5	2	2	0	0	4	0	2
5	0	2	5	8	8	7	7	3	2	1	2	1	4	0	2
6	0	0	2	3	3	2	2	3	0	0	0	0	2	0	0
7	0	0	2	2	5	2	4	2	0	0	0	0	2	0	0
8	0	1	5	7	7	5	5	2	1	0	2	2	4	0	0
9	1	1	4	8	11	6	8	2	4	0	2	1	3	0	2
10	1	0	6	13	15	7	8	6	3	0	3	2	7	0	1
11	0	0	2	2	2	2	2	2	0	0	0	0	1	0	1
12	0	0	2	3	4	2	2	2	1	0	0	0	0	0	1
TOTAL	68	20	40	180	191	127	134	48	39	5	86	3	40	1	21

Attachment N-5
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

MIGRANT HEALTH SERVICES AND MEDICAL / DENTAL
EXPENSE MONTHLY REPORT
SEPTEMBER, 1981

NUMBER OF SCHOOLS SERVED THIS MONTH IS _26

NUMBER OF SCHOOLS SERVED TO DATE IS _29

UNDUPLICATED COUNT OF MIGRANT PROGRAM STUDENTS SERVED THIS MONTH IS _127

UNDUPLICATED COUNT OF MIGRANT PROGRAM STUDENTS SERVED TO DATE IS _133

UNDUPLICATED COUNT (AND %) OF CURRENT MIGRANT PROGRAM STUDENTS SERVED THIS MONTH IS __37, 1_14.3461

UNDUPLICATED COUNT (AND %) OF CURRENT MIGRANT PROGRAM STUDENTS SERVED TO DATE IS __40, 1_15.5031

MEDICAL / DENTAL BILLS RECVD	CURRENT MONTH	TO-DATE
DOCTORS	$560.00	$560.00
DENTISTS	$416.00	$416.00
PHARMACY	$82.85	$82.85
X-RAYS	$0.00	$0.00
LAB	$0.00	$0.00
GLASSES	$253.00	$253.00
TOTAL	$1311.85	$1311.85

Attachment N-5
(continued, page 2 of 2)

TITLE I MIGRANT

APPENDIX C

MIGRANT MEDICAL EXPENSES FORM

Instrument Description: Migrant Medical Expenses Form

Brief description of the instrument:

This form provides for the collection of the following information on a monthly basis about the medical/dental bills paid for from Migrant Program funds: name, grade, ID, and school of the student served, plus space for listing the amount of the doctor (or dentist, pharmacy, x-ray, lab, glasses) bill received and a space to indicate a code for which doctor, etc. provided the service.

To whom was the instrument administered?

The form was completed by the Migrant Program Nurse or her secretary.

How many times was the instrument administered?

The forms were kept on a monthly basis.

When was the instrument administered?

Monthly, from September, 1981 through May, 1982.

Where was the instrument administered?

In the Migrant Program Nurse's office or other location of her choice.

Who administered the instrument?

The form was completed by the Migrant Program Nurse or her secretary.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The form was modified from 1980-81 by the Migrant Program Nurse and the Evaluator to better suit both persons' needs.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

MIGRANT MEDICAL EXPENSES FORM

Purpose

The Migrant Medical Expenses Form was completed by the Migrant Nurse in order to obtain information relevant to the following decision and evaluation qeustions:

Decision Question D3. Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-1: Were the component's objectives met?

Evaluation Question D3-2: What services did Migrant Program students receive?

Evaluation Question D3-3: How many Migrant Program students (by grade and ethnicity) were served by the Migrant Nurse?

Procedure

The Migrant Medical Expenses Form was developed in 1977 by the Migrant Program Evaluator and the Migrant Nurse. It was designed to gather information concerning: a) the amount of Migrant Program money spent each month for health services, and b) the type of expenditures made. The Migrant Nurse requested this year additional information be added. She wanted to know which doctor, dentist, lab, etc. provided the services. Therefore, the form was changed to meet this need (see Attachment O-1). The directions for completion of the form are in Attachment O-2. The Medical Expenses codes used are in Attachment O-3.

The data were coded and keypunched on a monthly basis in the card file layout in Attachment O-4. The data are stored on file MG-MED82. See Appendix N for information about the monthly report produced for the Nurse on program health services and medical expenses.

Results

Evaluation Question D3-1. Were the component's objectives met?

The discussion of the attainment of the objective is in Appendix N. There were no specific objectives related to the expenditure of monies for medical expenses.

Evaluation Question D3-2. What services did Migrant Program students receive?

In Figure O-1 are presented the type of expenditures by month, and number of students served September through May. Dental bills accounted for over half of the money spent. Across all months and types of expenditures, an average of $62.46 was spent per student.

The figures on dental expenses alone are presented in Figure O-2. One hundred thirty-one students had some dental expenses paid for, with an average of $103.48 spent per student.

Evaluation Question D3-3. How many Migrant Program students (by grade and ethnicity) were served by the Migrant Nurse?

As can be noted from Figure O-3, 235 students in all had medical/dental bills paid for out of Migrant Program funds. Pre-K students had the most bills paid. Only five students who had bills paid were not of Hispanic background. All five were Black. Preventative health/training was the main reason for the focus on the pre-K students.

Miscellaneous

In Figure O-4 are presented some comparisons between the 1981-82 Medical Expenses data and that of previous years. This year the average spent per student was less than each of the previous years reported. Please note all comparisons are September through April (since May data were not available from previous years). Also less was spent in 1981-82, than in 1979-80 and 1980-81. The number of students who had bills paid decreased from the 1980-81 level, but was higher than the other years reported.

EXPENDITURES

Month	Duplicated Count of Students Served	M.D.	Dentist	Pharmacy	X-Ray	Lab	Glasses	Total Spent	Average Spent Per Student
September	33	$ 560.00	$ 416.00	$ 82.85	-0-	-0-	$ 253.00	$ 1,311.85	$ 39.75
October	40	780.00	593.00	124.73	-0-	17.00	716.00	2,230.73	55.77
November	40	700.00	474.00	92.14	-0-	-0-	508.00	1,774.14	44.35
December	23	416.00	707.00	31.52	-0-	148.00	132.00	1,434.52	62.37
January	43	513.00	2,008.00	36.69	-0-	56.00	400.00	3,118.69	72.53
February	34	475.50	1,722.00	44.24	-0-	38.00	150.00	2,429.74	71.46
March	65	1,338.50	2,016.00	118.52	265.50	28.00	436.00	4,202.52	64.65
April	63	1,005.00	1,778.60	148.73	174.00	57.00	294.00	3,457.33	54.88
May	64	711.00	3,822.00	53.06	129.00	95.00	528.00	5,338.06	83.41
TOTAL	405	$6,604.00	$13,536.60	$732.48	$568.50	$439.00	$3,417.00	$ 25,297.58	$ 62.46

Figure O-1. SUMMARY OF HEALTH SERVICES EXPENDITURES BY MONTH FOR SEPTEMBER, 1981 - MAY, 1982.

Month	Number of Students Served	Average Spent Per Student
September	5	$ 83.20
October	5	118.60
November	9	52.66
December	5	141.40
January	14	144.85
February	15	114.80
March	21	96.00
April	21	84.69
May	36	106.16
Total	131	$103.48

Figure O-2. MONTHLY SUMMARY OF NUMBER OF STUDENTS AND AN AVERAGE SPENT PER STUDENT ON DENTAL BILLS PAID FOR BY MIGRANT PROGRAM FUNDS (September through May).

GRADE	DUPLICATED COUNT	UNDUPLICATED COUNT
Pre-K	53	32
K	47	26
1	34	25
2	31	19
3	36	18
4	34	19
5	33	21
6	14	11
7	27	13
8	15	7
9	30	15
10	22	12
11	18	10
12	11	7
TOTAL	405	235

Figure O-3. NUMBER OF MIGRANT STUDENTS BY GRADE LEVEL WHO HAD MEDICAL OR DENTAL EXPENSES PAID FOR BY THE MIGRANT PROGRAM (FOR SEPTEMBER, 1981-MAY, 1982).

	1978-79	1979-80	1980-81	1981-82
MONTHS IN WHICH MOST BILLS WERE RECEIVED	November, January, February, April	November, January, February, April	November, January, February, March	January, February, March, April
NUMBER OF STUDENTS (DUPLICATED COUNT) SERVED FROM SEPTEMBER THROUGH APRIL.	212	249	463	341
TOTAL FUNDS EXPENDED SEPTEMBER THROUGH APRIL	$15,165.28	$20,629.68	$32,754.62	$19,999.52
AVERAGE SPENT PER STUDENT (DUPLICATED COUNT), SEPTEMBER THROUGH APRIL	$ 71.53	$ 82.85	$ 70.74	$ 58.65
PERCENT OF FUNDS SPENT ON DENTAL EXPENSES	63%	69%	72%	49%

Figure O-4. COMPARISONS OF EXPENDITURES OF MIGRANT PROGRAM FUNDS FOR MEDICAL/DENTAL BILLS FOR 1978-79 THROUGH 1981-82. ALL FIGURES ARE BASED ON SEPTEMBER THROUGH APRIL.

ARW

DATE _____

MIGRANT MEDICAL EXPENSES FORM 1981-82

NAME (LAST FIRST)	ID	SCHOOL	GRADE	DOCTOR		DENTIST		PHARMACY		X-RAY		LAB		GLASSES	

INSTRUCTIONS: MIGRANT MEDICAL EXPENSES FORM

This form should be completed on a monthly basis and sent through the school mail to Catherine Christner, Administration Building, Box 79. In addition to the directions below, an example is attached.

DATE: Please enter the month and year the expenses were incurred; i.e., May 81.

NAME: The student name should be listed with last name first then a space, followed by the student's first name.

ID: The seven-digit AISD student identification number will be completed by ORE personnel.

SCHOOL: The three-digit school code should be entered in this column. Please use the attached school code list to find each school's number code.

GRADE: The student's current grade in school should be entered.

DOCTOR:
DENTIST: Doctor and Dentist are both completed in the same fashion. Each column has a dotted line separating the column into two halves. In the first half -- a two-digit code is entered for the doctor (or dentist) from whom the bill was received. In the second half of the column, the dollars and cents amount of the bill received should be entered.

PHARMACY:
X-RAY:
LAB:
GLASSES: Pharmacy, X-Ray, Lab, and Glasses are all completed in the same fashion. Each column has a dotted line separating the column into two halves. In the first half -- a one-digit code is entered for the pharmacy (or x-ray, lab, or glasses) where the bill originated. In the second half of the column, the dollars and cents amount of the bill received should be entered.

Unless it is helpful for your purposes, there is no need to enter bills received on the Migrant Health Services Form, since the referral should already be on there.

Note: The Migrant Nurse should send a listing of the codes assigned and the assignees for the last six items. As the year progresses, if additional doctors, dentists, etc., are added please assign them a code number. Please advise Catherine Christner of any changes or additions made.

EXAMPLE

ARW
DATE Oct. 81

MIGRANT MEDICAL EXPENSES FORM 1981 - 82

NAME (LAST FIRST)	ID	SCHOOL	GRADE	DOCTOR		DENTIST		PHARMACY		X-RAY		LAB		GLASSES	
Arrellano Austin		002	09	06	$25.00							1	$25.00		
Herrera Miriam		126	02	01	$15.00	04	$165.00								
Phoung Samuel		101	PK			02	$200.00								
Smith Horace		049	07	05	$115.00			2	$4.75						
Carerra Cerisse		135	K											3	$50.00

SCHOOL CODE LISTING

This roster identifies schools in code form, using the codes listed below.

ELEMENTARY SCHOOLS	CODE
Allan	142
Allison	101
Andrews	102
Barrington	149
Barton Hills	103
Becker	104
Blackshear	105
Blanton	106
Brentwood	107
Brooke	108
Brown	109
Bryker Woods	110
Campbell	111
Casis	112
Cook	161
Cunningham	113
Dawson	114
Doss	154
Govalle	116
Graham	159
Gullett	117
Harris	118
Highland Park	119
Hill	155
Houston	162
Joslin	120
Langford	168
Lee	121
Linder	160
Maplewood	122
Mathews	123
Menchaca	147
Metz	124
Norman	150
Oak Hill	148
Oak Springs	125
Odom	156
Ortega	126
Pease	128
Pecan Springs	129
Pillow	151
Pleasant Hill	130
Read	131
Reilly	132
Ridgetop	133
Rosedale	134
Rosewood	135

ELEMENTARY SCHOOLS	CODE
St. Elmo	136
Sanchez	127
Sims	139
Summitt	138
Sunset Valley	158
Travis Heights	140
Walnut Creek	141
Webb	167
Williams	166
Winn	157
Wooldridge	152
Wooten	144
Zavala	145
Zilker	146

JUNIOR HIGH SCHOOLS	CODE
Bedichek	054
Burnet	046
Dobie	055
Fulmore	043
Lamar	045
Martin	051
Murchison	052
O. Henry	047
Pearce	048
Porter	049

SENIOR HIGH SCHOOLS	CODE
Anderson	009
Austin	002
Crockett	008
Johnson (LBJ)	010
Johnston	003
Lanier	004
McCallum	005
Reagan	006
Travis	007

OTHER	CODE
Robbins	265
Teenage Parent	259

MEDICAL EXPENSES CODES

DOCTORS

Eastside Pediatrics = 01
Travis Children's Clinic = 02
McNabb & Young (Eye) = 03
Dr. Rex Repass = 04
C. H. McQuistion = 05
O. B. Jackson = 06
Mitchel Wong = 07
Drew Sawyer = 08
Morris Polsky = 09
Bruce McDonald = 10
Lyle Koen = 11
Robert Castle = 12
Austin Ent Clinic = 13

DENTIST

Ross = 20
Tate, White, Hale = 21
Harlan = 22
George Shia = 23
Kenneth Bloodworth = 24

PHARMACY

Eckerd's North = 1
Eckerd's South = 2

GLASSES

South Austin Optical = 1
Garrett's Optical = 2
TSO - Capital Plaza = 3
David Starnes = 4

X-RAY

Travis Children's Clinic = 2
Capital Radiology Assoc. = 3
Radiology Consultants = 4
Austin Radiological Assn. = 5

LAB

Eastside Lab = 1
Travis Children's Clinic = 2
Austin EEG Lab = 3
Clinic Pathology Lab = 4

FILE ID A / R / W

CARD FILE LAYOUT

LOCATION:

✓AISD MG-MED82

UT PF____,____,_____
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1981-82

CONTENTS: Migrant Medical Expenses Form

Field	Columns	Description
	1-3	File ID = ARW
	4-7	Date of Monthly Report: Sept. '81 = 0981; Oct. '81 = 1081; Nov. '81 = 1181;
		Dec. '81 = 1281; Jan. '82 = 0182; Feb. '82 = 0282; March '82 = 0382
		April '82 =0482; May '82 =0582
	8-27	Student Name (Last Name space First Name)
	28-34	AISD Student ID
	35-37	School Code
	38-39	Grade: Pre-K = -1; K = 00; 1 = 01; 2 = 02; etc.
	40-44	Doctor: Amount or Blank
A	45-46	Doctor: Two-digit code listed or Blank
	47-51	Dentist: Amount or Blank
B	52-53	Dentist: Two-digit code listed or Blank
	54-58	Pharmacy: Amount or Blank
C	59	Pharmacy: One-digit code listed or Blank

81.26

Attachment O-4
(Page 1 of 2)

FILE ID A / R / W

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD MG-MED82

YEAR: 1981-82

___UT PF_____,_____,_____
acct. pass. file name

CONTENTS: Migrant Medical Expenses Form

Field	Columns	Description
	60-64	X-Ray: Amount or Blank
D	65	X-Ray: One-digit code listed or Blank
	65-70	Lab: Amount or Blank
E	71	Lab: One-digit code listed or Blank
	72-76	Glasses: Amount or Blank
F	77	Glasses: One-digit code listed or Blank

ESEA Title I/Title I Migrant

Appendix P

PARENT ADVISORY COUNCIL RECORDS

81.26

Instrument Description: Parent Advisory Council Records

Brief description of the instrument:

The Parent Advisory Council records included districtwide and local PAC attendance forms and agenda. The information was gathered at PAC meetings.

To whom was the instrument administered?

Persons attending PAC meetings filled in the attendance forms; agendas concerned those meetings.

How many times was the instrument administered?

Once at each PAC meeting.

When was the instrument administered?

During PAC meetings.

Where was the instrument administered?

At sites of PAC meetings.

Who administered the instrument?

Community representatives or other local-campus contact persons were responsible for seeing that parents signed attendance forms and for sending in an agenda for each meeting.

What training did the administrators have?

The needed information was discussed with community representatives at a meeting early in the school year.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PARENT ADVISORY COUNCIL RECORDS

Purpose

Title I

Information from local and Districtwide PAC meeting agendas and attendance forms was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1981-82.

Decision Question D6: Should the Title I Parental Involvement Component be modified? If so, how?

Evaluation Question D6-1. Were the objectives of the Parental Involvement Component met?

Evaluation Question D6-2. Did attendance at Districtwide and local PAC meetings improve over the 1980-81 school year?

Evaluation Question D6-3. How many Districtwide and local PAC meetings were held between July 1, 1981 and June 30, 1982?

TITLE I MIGRANT

Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-1. Were the component's objectives met?

Evaluation Question D4-2. How many Districtwide and local PAC meetings and training sessions were held between August 1, 1981 and April 30, 1982?

Evaluation Question D4-3. Did more parents (registered in the Migrant Program) attend local and Districtwide PAC meetings and training sessions during 1981-82 than they did during 1980-81?

Procedure

The legislation creating Title I requires that each participating school within a project must elect at least eight persons to serve as the school's Title I Parent Advisory Council (PAC). In order to monitor the establishment of PACs, the Title I and Migrant Program Evaluations collected several types of data.

At the beginning of the school year, each Title I/Migrant Program principal was contacted about PACs. A Title I/Migrant Program PAC contact person was assigned for each school by the principal. This contact person was responsible for sending all agendas, minutes, and sign-in sheets to the Parental Involvement Specialist (this is true only at the elementary level). Since in past years, the sign-in sheets have frequently been illegible, a PAC Meeting Roll Sheet (see Attachment P-1) was developed by the Title I Evaluation staff for use at the PACs at both the local-campus and districtwide level. The Parental Involvement Specialist was responsible for collecting this information at the Elementary Districtwide PAC.

Due to less stringent regulations, the Migrant Program was not required to have local-campus PACs, except where there were large numbers of students (over 40) being served by a Migrant Program teacher. At these campuses, there was also a Title I Program, so in all cases these were joint PACs. Based on parent suggestions, the Districtwide PAC was separated into an Elementary Title I/Migrant PAC and a Secondary Migrant Program PAC. It was felt the needs of the secondary parents would be better served in this fashion. Rather than having local campus PACs at the secondary level, all school were combined in one Secondary Districtwide PAC. The Secondary Migrant Coordinator was responsible for gathering the rosters, agendas, minutes, etc. He mailed these to the Migrant Evaluator. The PAC Meeting Roll Sheet was used.

Periodically the PAC information gathered by the Parental Involvement Specialist and the Secondary Migrant Coordinator was sent to ORE. These records form the bases for this appendix. The number of meetings and the number of parents in attendance were tallied by hand. The meeting agendas and minutes were examined to determine which were PAC meetings and which were parent-training sessions. See Attachment P-2 for the definition used to determine which meetings were training sessions.

A total of 28 Title I or Title I/Migrant Program and three Migrant Program local campus PACs were established.

The results reported in this appendix should be interpreted with caution for the following reasons:

1. *The determination of which sessions were PAC meetings, parent-training sessions, or PTA meetings contains a degree of subjectivity.*

2. *The attendance forms frequently did not have the proper status check (parent, staff, guest) of persons listed thereon. The AISD Staff Directory was used to make the determination of status when possible.*

3. *In some cases the schools had skits or programs performed by their upper grades prior to PAC meetings, so the students signed in along with their parents. The Title I evaluation assistant was able to eliminate some of the students from the lists of parents by matching names found on the PAC Meeting Roll Sheet dated before or after the performances.*

Results

Results are reported separately for each program.

Title I

Evaluation Question D6-1. Were the objectives of the Parental Involvement Component met?

Results are given separately for each objective.

- A minimum of one parent training session for the Districtwide PAC members will be held during the 1981-82 school year. It may be in conjunction with the Districtwide PAC meetings.

This objective was met. A total of two training sessions were held at Districtwide PAC meetings.

- A minimum of one parent training session will be held on each Title I campus during the 1981-82 school year. It may be held in conjunction with the local PAC meeting.

This objective was *not* met. Only 20 of the 28 Title I campuses held training sessions, with a total attendance of 299 Title I parents. A total of 30 training sessions were held at these 20 schools.

- A minimum of two staff development sessions will be held by the Title I and Title I Migrant instructional coordinators for the community representatives and/or the campus PAC contact persons.

This objective was met. The first staff development session occurred in early August and the second was held January 14-15.

Evaluation Question D6-2. Did attendance at Districtwide and local PAC meetings improve over the 1980-81 school year?

Last year (1980-81) the records indicated that a total of 1158 Title I parents attended local and districtwide PAC meetings and workshops. The attendance records indicate duplication in total attendance: many parents are counted more than once in the total. For 1981-82, this duplicated total was 704. Hence, attendance was seen to drop from last year.

A total attendance of 299 parents was recorded for the 20 PAC workshops and training sessions. As seen in Figure P-3, some schools had a large number of parents in attendance (notably Harris with 52 parents, Metz with 50, and Linder with 38 parents), when compared to other schools.

Evaluation Question D6-3. How many Districtwide and local PAC meetings were held between July 1, 1981 and June 30, 1982?

As shown in Figure P-1, a total of 89 local Title I PAC meetings were held in AISD that directly involved regular Title I parents. A total of eight Elementary Districtwide PAC meetings were held. One parochial school PAC meeting was also held.

Title I Migrant

Evaluation Question D4-1. Were the component's objectives met?

a) *Local PACs: 1) By October, 1981, a local PAC is to be established for a campus in which 75 or more students are to be served by a Title I Regular and/or a Title I Migrant Program or project. A minimum of three meetings are to be held in 1981-82. A local PAC will be considered established if a meeting has been held and the required number of members has been elected. 2) For a campus wherein more than 40 but less than 75 students will be served under Title I Regular and/or the Migrant Program, the District will establish a PAC. A local PAC will be considered established if a meeting has been held and the required number of members has been elected. 3) A campus PAC is not required for any campus being served with Title I in which not more than one full-time equivalent Title I staff member will be assigned and in which not more than 40 students participate in the Title I Regular and/or Migrant Program.*

In Figure P-1 are presented the data for the local-campus PACs. All schools established a PAC, even though Dawson and Webb only had one meeting each. All campuses except Brown, Webb, Rosewood, and Dawson elected officers on dates underlined in the figure.

b) *Districtwide PACs: The combined Districtwide Title I/Title I Migrant Parental Advisory Council will be established for the 1981-82 school year. The Districtwide PAC will be considered to have been established if a meeting has been held and the required number of officers were elected.*

In Figure P-2 are presented the dates and attendance at the Elementary Districtwide PAC meetings. Officers were elected in October and eight meetings were held during the school year.

Evaluation Question D4-2. How many Districtwide and local PAC meetings and training sessions were held between August 1, 1981 and May 31, 1982?

As can be seen in Figure P-1, a total of 96 local-campus PAC meetings were held in AISD. A total of 8 Elementary Districtwide PAC meetings were held. In Figure P-3 are presented the number of training sessions held and the number of parents in attendance.

For the first year, a separate Secondary Districtwide PAC was established. In Figure P-1 is presented the pertinent information on these meetings. A total of six meetings were held. Two of these were training sessions. Officers were elected on November 15, 1981. A total of 54 migrant parents attended.

In Figure P-3 are presented the schools that held at least one local-campus training sessions. A total of 73 migrant parents in all attended these sessions. As can be noted from the figure, St. Elmo parents made up nearly half of the parent attendance. Migrant parents attended sessions offered at only six schools.

Evaluation Question D4-3. Did more parents (registered in the Migrant Program) attend local and Districtwide PAC meetings and training sessions during 1981-82 than they did during 1980-81?

In 1980-81, records indicated 97 elementary Migrant Program parents attended local-campus PAC meetings and training sessions. In 1981-82, this figure increased considerably to 160 Migrant Program parents.

In 1980-81, 48 secondary Migrant Program parents attended local PAC meetings. This school year 54 attended the Secondary Districtwide PAC meetings.

The 1981-82 Elementary Districtwide PAC meetings and training sessions were attended in all by 63 Migrant Program parents. The figure from 1980-81 was 92 parents. These figures are not directly comparable since in 1980-81, these meetings included both elementary and secondary parents.

School	Month and Date									Total No. of Meetings Held	No. of Migrant Program Parents Attending	Total Title I and Migrant Program Parents Attending
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Δ Allan			11-04				03-09			2	12	35
Δ Allison	09-01	10-13	11-03	12-01						4	11	24
Δ Becker			11-11	12-08			03-02			3	6	17
Blackshear		10-03		12-03						2	0	9
Δ Brooke/Highland Park	09-22			12-17	01-28			04-15		4	15	26
Brown	09-22			12-01		02-23		04-15		4	0	20
Campbell		10-20	11-10		01-21	02-11				4	0	20
□ Cook			11-81			02-18		04-15	05-11	4	15	15
Δ Dawson						02-09				1	2	6
Δ Covalle		10-20	11-17	12-15	01-19					4	16	51
Harris	09-22			12-01			03-12	04-06		4	0	63
Linder	09-29		11-12							2	0	36
Δ Langford	09-14	1[illegible]-29								2	3	36
Maplewood		10-06	11-17							2	0	30
Δ Metz		10-01	11-12		01-27		03-02			4	18	83

Symbol Key
Δ = Title I/Migrant Program school
□ = Migrant Program only school
* = Meeting Cancelled Due to Inclement Weather
Date = Date officers were elected

Figure P-1. DATA REGARDING PARENT ATTENDANCE, DATES, AND OFFICER ELECTION FOR LOCAL AND DISTRICTWIDE PACS. (Page 1 of 3)

School	Month and Date									Total No. of Meetings	No. of Migrant Program Parents	Total Title I and Migrant Program Parents
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Norman		10-13	11-20							2	0	6
Oak Springs		10-14		12-08			03-09		05-11	4	0	29
Δ Ortega		10-14		12-10	01-27				05-06	4	4	24
Pecan Springs			11-03	12-01						2	0	7
Δ Ridgetop			11-11	12-10		02-25				3	4	19
Rosedale			11-18	12-10		02-25				3	0	11
Rosewood			11-09	12-02						2	0	4
□ St. Elmo		10-81		12-16			03-04			3	44	44
Δ Sanchez		10-19	11-10	12-08	(01-12)*					3	5	15
Sims	09-22	10-13				02-02	03-09			4	0	13
Travis Heights		10-11	11-11			02-10	03-02		05-13	5	0	25
Walnut Creek	09-29			12-15						2	0	23
□ Webb				12-11						1	2	2
Winn		10-13	11-10							2	0	16
Wooten		10-13		12-08		02-23		04-06		4	0	42
Δ Zavala		10-28	11-18	12-09					05-05	4	3	21
TOTAL	8	17	18	19	5	9	8	5	5	97	160	772

Symbol Key
Δ = Title I/Migrant Program school
□ = Migrant Program only school
* = Meeting Cancelled Due to Inclement Weather
Date = Date officers were elected

Figure P-1. DATA REGARDING PARENT ATTENDANCE, DATES, AND OFFICER ELECTION FOR LOCAL AND DISTRICTWIDE PACS. (continued, page 2 of 3)

Non Public Schools	Month and Date									Total No. of Meetings	No. of Migrant Program Parents	Total Title I and Migrant Program Parents
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
St. Ignatius			11-10							1	0	4

Elementary Districtwide PAC	09-17	10-08	11-12		01-21	02-11	03-05	04-22	05-13	8	63	155

Note: Officers were elected in Spring 1981.

Migrant Program Secondary Districtwide PAC		10-15	11-15			02-18	03-04	04-01	05-06	6	54	54

Note: The November and February meetings were also training sessions.

Symbol Key
Δ = Title I/Migrant Program school
□ = Migrant Program only school
* = Meeting Cancelled Due to Inclement Weather
Date = Date officers were elected

Figure P-1. DATA REGARDING PARENT ATTENDANCE, DATES, AND OFFICER ELECTION FOR LOCAL AND DISTRICTWIDE PACS. (continued, page 3 of 3)

DISTRICTWIDE PAC MEETINGS

MONTH	TITLE I ATTENDANCE	TITLE I MIGRANT	AISD/ OTHERS	TOTAL	EVENT	COMMENTS
SEPTEMBER 17	7	7	11	25	Orientation	
OCTOBER 08	15	6	25	46	Workshop	
NOVEMBER 12	14	4	5	23	Workshop	Helping your child to read at home
DECEMBER		N O M E E T I N G S				
JANUARY 21	5		7	12	Guest Speaker Old business New business	This was a rescheduled meeting because of bad weather
FEBRUARY 11	19	10	11	40	Speaker Old business New business	
MARCH 05	14	3	9	26	Old business New business	
APRIL 22	4	2	9	15	Funding update retention: Promotion Policy	Application and planning Committee Meeting scheduled
MAY 13	14	31	4	49	Entertainment	A program produced with St. Elmo and Govalle pre-K students and teachers
TOTAL	92	63	85	240		

Figure P-2. TITLE I/MIGRANT PARENTS, AISD STAFF, AND OTHERS WHO ATTENDED THE ELEMENTARY DISTRICTWIDE PAC MEETINGS.

School	Number of Training Sessions Held	Number of Title I Parents Attending	Number of Migrant Program Parents Attending
Allan	1	8	4
Allison	0	0	0
Becker	1	7	0
Blackshear	1	3	0
Brooke	1	0	5
Brown	2	19	0
Campbell	3	16	0
*Cook	1	0	8
Dawson	0	0	0
Govalle	0	0	0
Harris	2	52	0
Langford	1	9	0
Linder	2	38	0
Maplewood	1	13	0
Metz	3	50	13
Norman	0	0	0
Oak Springs	1	7	0
Ortega	1	4	0
Pecan Springs	1	9	0
Ridgetop	0	0	0
Rosedale	0	0	0
Rosewood	0	0	0
Sanchez	0	0	0
*St. Elmo	2	0	36
Sims	1	3	0
Travis Heights	3	21	0
Walnut Creek	1	10	0
Winn	1	1	0
Wooten	2	25	0
Zavala	1	4	2
TOTAL	33	299	68

*Note indicates Migrant Program schools only.

Figure P-3. COUNT OF TITLE I/MIGRANT PROGRAM PARENTS ATTENDING LOCAL CAMPUS PAC WORKSHOPS/TRAINING SESSIONS.

PAC MEETING
ROLL SHEET

District ☐
Local ☐

Date: _____
Campus: _____ (IF LOCAL)

Name	Telephone	Check One PARENTS Title I	Title I Migrant	AISD/ Others
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

SEND YELLOW COPY TO MANDA WASHINGTON, BOX 79/ORE, AISD's MAIL. SEND WHITE AND PINK COPIES TO EVA BARRON, REALING.

81.26

Attachment P-2
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 17, 1979

TO: Title I Contact Persons For Parental Involvement

FROM: David Doss

SUBJECT: Definitions Used in the Evaluation

I believe you have recently received a copy of the objectives for the Title I Parental Involvement Program from Alicia Talamantez. Those objectives outline the core of what the evaluation will be examining this year as far as parental involvement is concerned.

I would like to share with you some "understandings" that Lee Laws, Alicia, and I worked out to help clarify exactly what the evaluation will use in determining what *is* and what *is not* a parent-training session. The understandings are included on the attached page.

As you can see, the minutes and agendas are crucial to an accurate evaluation of this component. Please make an effort to see that these documents clearly relate the type of activities which occur at your meetings.

If you have any questions about the attached agreements, please call me at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley
Director of Office of Research and Evaluation

Approved: Mae Bowden
Director of Elementary Education

DD:lfs

cc: Lee Laws
Alicia Talamantez
Title I Reading Coordinators
Title I Principals

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

"UNDERSTANDINGS" CONCERNING PARENT TRAINING

1. At the local campus level, only those parent-training sessions organized by the Title I community representatives or campus contact persons will be counted.

2. Parent-training sessions may be held at the time of local PAC meetings or separately. The determination of whether or not a meeting is considered to involve parent training will be based on the meeting agenda and minutes.

   Items such as the following are considered regular PAC business and do not qualify the meeting as a parent-training session.

   a. Review of Title I Application.
   b. Review of Title I regulations.
   c. Review of Title I budget.
   d. Election of PAC officers.
   e. Reports from Districtwide PAC meetings.
   f. Evaluation reports.
   g. Distribution of required information (Title I law, regulations, etc.).

Presentations such as the following would be considered parent-training.

   a. An in-depth presentation about one Title I component.
   b. A presentation on a topic of interest to the parents such as the following:

      - how to help their children with reading
      - discipline
      - what is Title I?
      - a description of the school's Title I program

If parent-training sessions are held separately from PAC meetings at either level, we will need a description and list of parents who attended.

TITLE I MIGRANT

Appendix Q

MSRTS RECORDS

Instrument Description: MSRTS Records

81.26

Brief description of the instrument:

With the MSRTS Clerk, the Title I Migrant Evaluator reviewed the MSRTS records and correspondence to ascertain if each of the objectives of the MSRTS Component was met.

To whom was the instrument administered?

MSRTS Clerk.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 19, 1982.

Where was the instrument administered?

The MSRTS Clerk's office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

Not applicable.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MSRTS RECORDS

Purpose

The MSRTS Records were reviewed in order to gather information relevant to the following decision and evaluation questions:

Decision Question D5. Should the MSRTS Component be continued as it is, modified, or deleted?

Evaluation Question D5-1: Were the Component's objectives met?

Procedure

Throughout the 1981-82 school year, the MSRTS Clerk updated the MSRTS records as students were added, withdrawn, terminated (as eligible migrant students), etc. Copies of the eligibility forms were sent to ORE as they were received by the MSRTS Clerk. Also shared was information on the termination of any students. When students appeared on the Migrant Student Attendance Record (see Appendix G) for whom we did not have an eligibility form, the Clerk was called and asked to send a copy of the eligibility form to ORE. In mid-May the Clerk was contacted to arrange a time for the Evaluator to come and review the MSRTS records to see if the objectives were met. When the interview time was set, a memo (see Attachment Q-1) was sent to the Clerk and her supervisor to remind them of the meeting. On objectives that were not measurable by examination of the records, the Evaluator queried the Clerk about the achievement of these objectives. The Evaluator also randomly selected 10 students from the Migrant Student Master File (Appendix F) to check to see if their MSRTS records were in order.

Results

Evaluation Question D5-1: Were the MSRTS Component's objectives met?

Objective During each fiscal year the district will maintain auditable eligibility files and implement MSRTS procedures to ensure transmittal and retrieval of the most current academic and health information available for Migrant Program students in this district.

Personnel assigned responsibility for records maintenance will:

Develop and/or maintain auditable eligibility files as follows:

- Eligibility forms for formerly migratory students (status 3, 6 inclusive) will be maintained by the year and month within the year that a students eligibility will terminate.

- Eligibility forms for current students (all status 1, 2, 4, 5 inclusive) will be maintained in alphabetical order by individual campus.

- All eligibility forms will be retained for a period of not less than six years from the date of identification.

Using the list of the 10 randomly selected migrant students, as well as a general review of the records, the Evaluator established that the eligibility forms were kept in the appropriate order. All 10 students were easily and quickly located. The Clerk stated the eligibility forms were kept for the complete time period.

Identification and recruitment of migrant students will be conducted in accordance with the following procedures:

Objective Before September 30, of each school year, district records will have been surveyed to verify the continued residence of all formerly migratory students (Status 3 and/or 6).

Personnel assigned responsibility for identification of migrant students will:

- Review prior year eligibility forms and develop a list of students who were identified as formerly migratory during the previous year.

- Verify that each student has reenrolled in the district and/or still resides in the attendance area of this district.

The Clerk reported that the community representative did the residence checks where needed. District records (through ORE) were used to gather addresses of students and develop appropriate lists of formerly migrant students.

Objective Within two (2) weeks after receipt of the computer printout listing Status 3 and/or 6 migrant students automatically enrolled by the central computer bank in Little Rock, the continued residence in the district of all formerly migratory students will be certified by the superintendent of the local education agency.

The Clerk reported this objective was met. Before the printout was received, the community representatives were already checking on students' residences, etc. This and using District records greatly facilitated the meeting of this objective.

Objective Within two days after each current migrant student (Status 1, 2, 4, and 5) is identified, eligibility forms will be transmitted to the district's designated terminal site.

- Review prior year eligibility forms for current migrant students (Status 1, 2, 4, and 5) and/or records and develop an alphabetized list of those students who were enrolled in the district during previous year.

Disseminate the list to each campus in the district to assist campus personnel (office staff or teaching staff) in identifying those students as they return to the district. Campus personnel may then proceed at the discretion of the district to:

- notify MSRTS personnel; or,
- complete eligibility forms.

Establish contact with appropriate community/county agencies or organizations to advise each of the availability of migrant services in the district.

Maintain daily contact with individual campus central office personnel to obtain a list of currently enrolling students for determination of eligibility for migrant services.

Obtain eligibility information including the signature of the student's parent or guardian either:

- at the school as a student enrolls in the district; or,
- by visiting the home of the student.

Provide a copy of the signed eligibility form to the parent/guardian.

Proceed with processing of completed eligibility forms as described in Step II.

SPECIAL NOTE:
If a student entered the district as a current migrant (status 1, 2, 4, or 5) during the prior year but has not moved within the 12 months since that enrollment date, the district is not required to obtain a new eligibility form for that student. The eligibility form obtained previously may be updated by the district, using red ink, as follows:

- Record the status change on the eligibility form in the space provided: Section A, line 5; Section B, line 11.
- Proceed with enrollment by updating the enrollment data on the Educational Record.
- Alphabetizing eligibility forms by district.
- Recording the name of each student and the date sent to the designated terminal site in a district ledger.
- Forwarding eligibility forms to the designated terminal site.

The Clerk stated the majority of the eligibility forms are transmitted within the two-day deadline. Sometimes they are not if the community representative has to recheck any information--like when the eligibility form is inaccurate.

A list is developed at the beginning of the year (with ORE's help) and is disseminated to campuses. The campus personnel do not notify MSRTS personnel directly or complete the eligibility forms. The community representatives handle the campus contacts and completion of the eligibility forms.

The Title I/Migrant Administrator and other administrative personnel make the contacts with other agencies/organizations to advise them of the Migrant Program.

The MSRTS Clerk does not maintain daily campus contact as it is felt unnecessary and impossible with 81 schools.

The community representatives handle the contact with parents and the completion of the eligibility forms. After the forms are completed and signed, they are forwarded to the MSRTS Clerk for processing into the MSRTS system.

The Evaluator verified that the Clerk made the required changes (currently to formerly migrant) in red ink. The eligibility forms were kept in the proper order. The Clerk showed the Evaluator the ledger where she kept all the various transmittal information. It looked very complete and up-to-date. Dates were entered when each form was forwarded to the terminal site.

Objective Transmittal and processing of enrollment and/or withdrawal information (academic and health) will be effected within two days after such information becomes available.

Enrollment procedures will include:

- Reviewing each form for accuracy and completeness.
- Filing of original copy in auditable file.
- Attaching Educational Record from prior year to eligibility form if one is available.
- Alphabetizing eligibility forms by campus.
- Recording the name of each student and the date sent to the designated terminal site in a district ledger.
- Forwarding eligibility forms to the designated terminal site.

Processing incoming records will include:

- Comparison of information received (critical data) with the eligibility form retained by the district.
- Scanning all incoming forms for medical alert flags and notification of appropriate personnel if such occurs.

- Recording date each record was received beside the date each was sent to the terminal site.

- Disseminating records appropriately.

  - Original copy of Educational Record filed in auditable file for use in updating.

  - Duplicate copies of Educational Record, Transmittal Record, and Skills Printout (Skills Information System) routed to appropriate migrant instructional staff.

  - Copies of medical forms to health personnel.

The Clerk reported with few exceptions the two-day deadline was met. These exceptions were when some information was not readily available and had to be tracked down. The Clerk did review the forms for accuracy, etc. The originals of the forms were in the files - for the 10 randomly chosen students and others just spot checked. The Educational Records were attached where available. The ledger reflected the enrollment transactions as it was supposed to do.

The Clerk reported checking all incoming information for accuracy with District records already available. The Nurse is sent copies of all incoming forms so she can make the judgment about any medical needs. The dates the records were received were noted in the appropriate location.

The Clerk reported appropriate dissemination of the records was completed. The Evaluator verified the Educational Records were kept in the auditable file. The Clerk sent copies of the educational data (including the SIS information) she received to the appropriate teachers. The Nurse received copies of the medical records.

Updating of records will occur on the following timeline:

Objective Within two days after withdrawal of a student (currently or formerly migratory) at any time during the school year, update information (medical and academic) will be promptly forwarded to the designated terminal site; and

The Clerk reported that whenever possible the two day deadline has been and is met. However, it is not always met because the academic and medical information is not always available that soon.

Objective Final update information will be forwarded to the designed terminal site for Status 1, 2, 4 and 5 students on the following schedule:

Medical update-between March 1 and April 14.
Academic update-between April 15 and April 30.

Information to be provided for updating records will include:

- Transfer Record (Skills Information System)

Educational Record (Criterion-Referenced Test Data, if available)

Medical Record (Screening/treatment data).

The Clerk reported the Nurse handled the medical update and it was within the timelines. The Clerk stated she met the academic data timelines except for two schools who did not get their information in on time. However, their data were transmitted only a couple of days after the deadline. The appropriate records (including SIS data) were included. The Nurse took care of the Medical Record.

Objective Within two days after the close of the regular school year (for Status 1, 2, 4, and 5) and/or a summer program if applicable (for Status 1, 2, 3, 4, 5, and 6), withdrawal notification for each student enrolled in such program will be transmitted to the designated terminal site.

The Clerk indicated (at the time of the interview) that since school was still in session, this objective had not yet been met. She reported she would make every attempt to make the deadline, but doubted she could complete everything required within the two-day deadline. At a subsequent contact in mid June, the Clerk reported withdrawal information for Status 1, 2, 4, and 5 students has now been completed.

This objective was sent by the State and is not adequately geared to large LEAs who have to deal with the logistics of a large number of schools.

Objective Procedures to be implemented to ensure accomplishment of the objective include:

- Migrant teacher and/or aide and health personnel encode update information and route to appropriate personnel.
- Staff assigned responsibility for MSRTS record maintenance
  - Scans for accuracy and completeness and corrects coding if necessary.
  - Records information in red ink on original copy previously retained in auditable file.
  - Proceeds to alphabetize, log and forward as described in the last three items under Enrollment on page 27.

As reported already, the Nurse handles all the health data required by the system. The Clerk reported that she (not the teachers) does all the coding on the Educational Records - but the teachers give her the information and do complete the SIS forms. The Clerk reported she definitely checks everything for accuracy. The Evaluator verified the use of the transmittal log, the coding in red ink, and the maintenance of the original form.

Objective MSRTS assigned personnel and Migrant Program Directors will attend training sessions to develop competencies in MSRTS component activities to ensure compliance with Federal law and applicable regulations.

The Clerk attended several sessions during the year at Education Service Center, Region XIII (the designated terminal site). The Clerk also attended a District SIS training session in August. The Administrator reported she worked more closely with the Service Center staff than previous clerks to assure AISD was following correct procedures.

Objective Component activities will be evaluated by Jose Mata/Catherine Christner on a monthly basis to ensure operational effectiveness and accomplishment of objectives.

Due to AISD's administrative reorganization, the supervision of the Clerk and her duties fell to the Title I/Migrant Administrator. The Clerk and the Evaluator talked by phone several times monthly on updating records, questions about enrollment dates, etc. At the Administrator's request, the Evaluator developed the MSRTS Clerk's Monthly Report (see Attachment Q-2) to help better visualize the Clerk's activities. During the interview the Clerk showed the Evaluator the completed forms and indicated this form had been helpful.

Attachment Q-1

81.26

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 14, 1982

TO: Holly Nelson

FROM: Catherine Christner

SUBJECT: Examination of MSRTS Records

This memo is to confirm our appointment for an interview on May 19, 1982 at 3:00 p.m. in your office.

I will review the MSRTS records and eligibility forms etc., to examine the achievement of the objectives for the MSRTS Component as stated in the 1981-82 Title I Migrant Application.

CC:lg

cc: Oscar Cantú
Lee Laws

APPROVED: Linda Holley
Director, Research and Evaluation

MONTH _____

MONTHLY MSRTS CLERK SERVICE REPORT

ITEMS		TALLY																							TOTAL
No. of Eligibility Forms Received	Elementary																								
	Secondary																								
	New																								
	Updates																								
	Total																								
Number of Birthdates Checked																									
No. of Enrollment/Withdrawal Dates Checked																									
No. of Eligibility/Termination Dates Checked																									
No. of "Days Present" Checked																									
No. of transmissions to MSRTS System	Adds																								
	Withdrawals																								
	Med. Info																								
	Academic Info																								
	SIS																								
	Changes/Updates																								
	Other																								
No. of transmissions Received from the MSRTS System	Adds																								
	Withdrawals																								
	Med. Info																								
	Academic Info																								
	SIS																								
	Changes/Updates																								
	Other																								
No. of Forms Filed																									
No. of Pre-K students for whom transportation arranged																									
Other (define)																									

TITLE I MIGRANT

APPENDIX R

HIGH SCHOOL MIGRANT PROGRAM TUTORIAL SERVICES

Instrument Description: Migrant Program Tutorial Teacher Interview

- Brief description of the instrument:

The format consisted of six questions asking teachers about the various aspects of the tutorial program.

To whom was the instrument administered?

The two high school Migrant Program Tutorial teachers.

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

March 26 and March 27, 1982.

Where was the instrument administered?

In the teachers' classrooms.

Who administered the instrument?

The Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing techniques.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Migrant Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

Instrument Description: Student Roster, High School Migrant Program Tutorial Services

- Brief description of the instrument:

The instrument is a one-page multipart form upon which the tutorial teacher records students tutored, dates, times, grade, skills tutored in, and who referred the student for services.

To whom was the instrument administered?

The two high school Migrant Program tutorial teachers.

How many times was the instrument administered?

Each time a student was tutored.

When was the instrument administered?

At the teachers' convenience.

Where was the instrument administered?

Wherever was convenient for the teachers.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Directions were included with the form.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Migrant Evaluator and the Secondary Migrant Supervisor.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

DOCUMENTATION OF THE HIGH SCHOOL MICRANT TUTORIAL PROGRAM

Purpose

Although this appendix was not planned in the Title I Migrant Evaluation Design for 1981-82, the information obtained from two information sources is included here. The information was gathered at the request of the Migrant Program staff who initiated a pilot tutorial program in midyear as a possible way of better serving high school Migrant Program students.

This appendix documents the Migrant Program Tutorial Teacher Interview and the Student Roster - High School Migrant Program Tutorial Services.

Procedure

The Student Roster for High School Migrant Program Tutorial Services (Attachment R-1) was developed in midyear for the high school tutorial teachers to document whom they served. A set of directions (Attachment R-2) was sent to the teachers along with a cover memo (Attachment R-3). The teachers returned their completed forms to the Migrant Program Evaluator, who tallied the results by hand.

The Migrant Program Tutorial Teacher Interview (Attachment R-4) was developed after the Secondary Migrant Program Coordinator indicated the teachers had reporting problems with getting the tutorial to function. See Attachment R-5 for cover memo re: the interviews. The teachers were interviewed on April 26 and April 27 by the Migrant Program Evaluator who summarized the results of the interviews.

Results

Migrant Program Tutorial Teacher Interview

The information gathered will be reported by interview item.

1. *What have been the problems associated with establishing the tutorial program at your school?*

   Both teachers stated by far the major problem was getting students to come. Students simply do not show up even when they have made an appointment. They (the students) give lots of excuses, especially after school, such as they have to catch a ride, go to work, catch the bus, etc. Tutoring just does not have priority for them. Both teachers were frustrated over student non attendance. Each had done a variety of things to remind students of their availability - sending students memos, announcing their availability through other teachers and the Migrant Program teachers, and reminding students directly in conversations.

2. *Based on the total time you have spent working on the tutorial program, what percentages of time have you spent on each of the following?*

tutoring students	75%	45%
paperwork	5%	
planning	5%	5%
consulting with teachers	5%	50%
encouraging students	5%	
other	5%	

The percentages listed by the teachers are indicated above. One teacher reported initially he spent much time encouraging students, but the percentages of time listed reflect his time now. He has one student who comes regularly with no encouragement. The other teacher still reported spending slightly more time encouraging students to come rather than actually tutoring them.

3. *Do you feel the Migrant Program should continue with the high school tutorial program?*

Both teacher felt the program should not be given up, but each suggested different approaches (see #4 below) be used.

4. *What are some improvements/options you would suggest in the program that would make it more effective?*

As one teacher put it, the program could be successful if the students would come for services. He felt that students do not like taking their own time (before or after school). He suggested that U. T. students or even upper level high school students be hired to come and work with individuals within class or pull students from class to work with them.

The other teacher felt that perhaps a daytime lab situation might work, or have tutoring after school (even in the evening or on Saturday) at another site. He felt students would not enroll in a lab unless they received credit for it (TEA currently does not allow this). He suggested this lab could precede a student registering for the Fundamentals of Math or Fundamentals of Reading tutorials. He also felt reaching these students would be better achieved in junior high since so many have attitude problems by the time they are in high school.

5. *Have you had problems with students not coming for services? If so, why do you think students are not coming?*

Both teachers reported students not coming was by far the largest problem with the tutorial. One teacher reported students constantly use excuses with him - I forgot, I had to go to work, catch a ride, catch the bus, etc.

The other teacher elaborated about the reasons he felt students did not come. He felt many students have attitude problems. By the time they reach high school, they are very used to the situation (of being very behind in school). They don't care anymore and don't try anymore. Social promotions have hindered them - they move up whether or not they have

passed. He feels many parents have encouraged students to stay home - the students are given so many adult responsibilities at home very early in their life, that academic priorities fall by the wayside. There is a need to educate parents in many cases.

6. *What have you been doing to try and encourage students to come in for tutoring?*

Both teachers reported making a lot of contacts with students. The tutoring was offered at all hours - before and after school and lunch periods. Every time the teachers saw the students they would remind them. One teacher used his off-period to go talk to students to encourage them to come in. Contacts were made frequently with other teachers (including the Migrant Program teachers) to tell of the tutorial availability. Memos were sent to the students at one school.

Results

Student Roster for High School Migrant Program Tutorial Services

The two math teachers mailed their completed rosters to the Migrant Program Evaluator. Several "reminder" calls were made to them re: turning in the completed rosters. Only one report for February was received from one school, while ones for March, April, and May were received from the second school (where the program was begun later).

At the first school, six students were seen in all. Only two of these were seen two times, the rest were seen once. The amount of time seen varied between 15 minutes and one hour with the majority of the sessions being 30 minutes in duration. Most of the sessions were before school. The subjects the students were tutored in were math computation, math concepts, and/or science. The teacher did not indicate on the roster who referred the students, but had indicated in the interview that he generally sought them out.

At the second school, only one student was seen over the three-month period. She was seen a total of 31 times for a total of 23 1/3 hours. The average amount of time spent per tutorial session was 45 minutes. The sessions were all before school. In March the student was tutored in both math computation and math concepts. In April and May, she received help only in math concepts. The teacher reported in the interview that initially he informed her of the tutorial services available and after that she came on her own.

SCHOOL _____

STUDENT ROSTER
HIGH SCHOOL MIGRANT PROGRAM TUTORIAL SERVICES

TUTORIAL TEACHER _____

STUDENT NAME	AISD ID #	GRADE	DATE TUTORED	TIME TUTORED	AM or PM	Skills Tutored In: READING	MECHANICS OF WRITING	ENGLISH EXPRESSION (GRAMMAR & USAGE)	MATH COMPUTATION	MATH CONCEPTS	SCIENCE	SOCIAL STUDIES	OTHER (DEFINE)	Referred by: STUDENT (SELF)	CLASSROOM TEACHER	MIGRANT TEACHER	TUTORIAL TEACHER	COUNSELOR	OTHER

Please return the original of this form when completed to:
Catherine Christner, Admin. Bldg., Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DIRECTIONS: STUDENT ROSTER - HIGH SCHOOL MIGRANT PROGRAM TUTORIAL SERVICES

For each time a tutorial student is served, please enter the following:

Student Name — Enter each tutorial student's name (last name, first name) in this column.

AISD ID# — Enter each tutorial student's AISD # in this column. If this information is not readily available, leave it blank and it will be completed by ORE personnel.

Grade — Enter each tutorial student's grade in this column.

Date Tutored — Enter the date the student was tutored (as in the example) in this column.

Time Tutored — Enter the number of minutes the student was tutored in this column.

AM or PM — Enter AM in this column if the student was seen in the morning and PM if the student was seen in the afternoon.

Skills Tutored In:
There are a number of skills listed under this column. Please place a check mark(s) under the skill(s) on which you and the student worked. If the skill is not in this list, check other and write in skill area.

Referred by: Place a check mark under whoever referred the student for tutoring.

An example of a completed form is attached.

If you have questions about this form, (or need more copies) feel free to call Catherine Christner at 458-1227.

Please send the originals of the completed forms (your're welcome to keep the copy) via school mail to Catherine Christner, Administration Bldg., Box 79. Send them at the end of each month.

Remember to enter each time you see a student on a separate line.

EXAMPLE

SCHOOL Bluebonnet High

STUDENT ROSTER
HIGH SCHOOL MIGRANT PROGRAM TUTORIAL SERVICES

TUTORIAL TEACHER C. Miranda

81.26

STUDENT NAME	AISD ID #	GRADE	DATE TUTORED	TIME TUTORED	AM or PM	Skills Tutored In: READING	MECHANICS OF WRITING	ENGLISH EXPRESSION (GRAMMAR & USAGE)	MATH COMPUTATION	MATH CONCEPTS	SCIENCE	SOCIAL STUDIES	OTHER (DEFINE)	Referred by: STUDENT (SELF)	CLASSROOM TEACHER	MIGRANT TEACHER	TUTORIAL TEACHER	COUNSELOR	OTHER
Gomez, Gigi	9999999	10	1/14/82	30min	PM				✓	✓				✓					

Please return the original of this form when completed to:
Catherine Christner, Admin. Bldg., Box 79

Attachment R-2
(continued, page 2 of

R-9

81.26

Attachment R-3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 8, 1982

TO: High School Migrant Tutorial Teachers

FROM: Catherine Christner CC

SUBJECT: Student Rosters for High School Migrant Tutorial Services

Enclosed are the rosters on which are to be recorded the Migrant Program students you have tutored. Also included are a set of directions.

Please call me at 458-1227 if you have any questions or need any more forms. At the end of each month, please send me the originals of the completed forms. You may keep the copies for your records.

CC:lg
Enclosures

APPROVED: Freda Holley
Director, Research and Evaluation

APPROVED: W. David Hill
Acting Assistant Superintendent for Secondary Education

cc: Jose Mata
Lee Laws
Adan Salgado
James Allison
J. M. Richard

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MIGRANT PROGRAM TUTORIAL TEACHER INTERVIEW

What have been the problems associated with establishing the tutorial program at your school?

Based on the total time you have spent working on the tutorial program, what percentages of that time have you spent on each of the following:

_____ tutoring students

_____ paperwork

_____ planning

_____ consulting with teachers regarding students

_____ encouraging students to come

_____ other (please define) _____

Do you feel the Migrant Program should continue with the high school tutorial program?

What are some improvements/options you would suggest in the program that would make it more effective?

Have you had problems with students not coming for services? If so, why do you think students are not coming?

What have you been doing to try and encourage students to come in for tutoring?

81.26

Attachment R-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 19, 1982

TO: Marcos M. Esquivel, Albert Casarez

FROM: Catherine Christner, Migrant Program Evaluator

SUBJECT: Migrant Program Tutorial Teacher Interview

In order to document your experiences as tutorial teachers, the Migrant Program staff has requested that I conduct an interview with you for this purpose. I have enclosed a copy of the interview format for your review before the interview is conducted.

Mrs. Leonila Gonzalez will be calling you soon to schedule an interview time that is convenient for you. The interview should take about 15 minutes. I will be happy to pick up your completed student rosters for March at the time I come (if you have not already mailed them in).

Thank you for your cooperation in this matter.

CC:lg
Enclosure

APPROVED: Freda M. Holley
Director, Research and Evaluation

APPROVED: W. Dennis Hill
Acting Assistant Superintendent for Secondary Education

cc: Adan Salgado
Jack Allison
Lee Laws
Oscar Cantú
José Mata
Imelda Rodriguez
J. M. Richard

Title I Migrant/Title I Regular/Title VII

APPENDIX S

Pre-K Teacher Interview

Instrument Description: Prekindergaten Teacher Interview

- Brief description of the instrument:

The interview consists of 12 questions for all prekindergarten teachers, 3 questions for Title VII teachers only, and 2 questions for Title I/Migrant teachers. The questions deal with instructional language, curriculum, diagnosing, planning, organization, teacher contact, parent contact, community representative contact, supervisor contact, inservice, aides, and "At Home" activities.

To whom was the instrument administered?

Title I Migrant, Title I Regular, and Title VII prekindergarten teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1982.

Where was the instrument administered?

In their classroom or other school location of their choice.

Who administered the instrument?

A consultant.

What training did the administrators have?

General interview training and interview training specific to this interview format and situation.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

ORE staff with input from the program staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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Purpose

The Prekindergarten Teacher Interview was developed in midyear after an expressed need by program staff to have comparisons made among the Title I, Migrant, and Title VII Pre-K programs. Attachment S-1 is a letter explaining the purpose of these interviews. There are no decision or evaluation questions being addressed by this appendix since it was planned and developed after the evaluation designs were complete. The main purpose was to examine the similarities and differences among the three programs.

Procedure

In December, 1981, various program staff were asked to generate items for the interview by mid-January. During February ORE staff members generated a pool of possible items. These were collected by the Migrant Program Evaluator and submitted to relevant ORE staff members to review, select, change, etc. the items they felt applicable (see Attachment S-2). From this input, a draft interview format was developed. This draft interview format was sent (see Attachment S-3) to the program staff for their review and feedback. After receiving staff input, a final interview format was developed. See Attachment S-4. The interview was kept relatively short to keep teacher time required to a minimum.

An outside consultant was hired to conduct the interviews to maintain impartiality. She had worked with our office previously in testing efforts. As a former kindergarten teacher, it was felt she would relate well to the pre-K teachers and their experiences. She received general training in interviewing techniques and specific training and practice in following this interview format.

In late March all the pre-K teachers were sent a memo (Attachment S-5) advising them of the upcoming interview. Enclosed was a copy of the interview format in preparation for their interview. The Migrant Evaluation Secretary called the teachers and arranged the times, dates, and locations for the interviews. The interviews were all completed by the end of April. The interviewer consulted with the Migrant Program Evaluator from time to time to apprise her of the progress of the interviews. She reported that all teachers were friendly and very cooperative with the task.

The data were hand-tallied by program in order that each individual teacher's responses could be kept confidential.

Results

The results will be presented in terms the interview questions by program. The two split-funded teachers' responses are included with the Title I teachers' responses. There were six Title VII teachers, seven Migrant Program teachers, and seven Title I teachers.

1. Do you use English all the time for your instruction? ____ Yes ____ No

   If you use another language please indicate what percentages of each language you use for each of the following:

The teachers' responses to Question #1 are presented in Figure S-1. Title VII teachers all reported using Spanish, only two Title I teachers currently used Spanish, and five Migrant Program teachers used Spanish. For all three programs, English was spoken to English-dominant students the majority of time. Only for Spanish-dominant students did the Title VII teachers on the average use Spanish the majority of the time in formal instruction. In informal instruction, the Title VII teachers and Migrant Program teachers as a group had similar language usa

2. Question 2 deals with usage of curriculum.

Figure S-2 contains the Title VII teachers' responses to this item. All teachers used the BECP curriculum materials as their main curriculum. These teachers also used the AISD curriculum in some way. The majority also used materials developed by Dr. Barufaldi, as well as other commercially developed materials.

In Figure S-3 are summarized the Title I teachers' responses to the curriculum question. All teachers reported using the AISD curriculum as their main curriculum. All also used the Peabody Kit to some degree in their teaching. The large majority of teachers had also developed units of their own. Barufaldi materials were used by eight of the nine teachers. Only one teacher used the BECP in any way, and this was only to use some records and puzzles.

The Migrant Program teachers' responses are shown in Figure S-4. All the teachers used the AISD curriculum the majority of the time and as their main curriculum source. The majority also used the BECP, Peabody Kit, Barufaldi materials, and self-developed units in a supplementary fashion in their instruction.

3.a. How do you diagnose your students' instructional needs--do you use a checklist of skills, competencies, concepts, or what?

   b. Where did you get the method you use?

   c. How often do you check your students' needs?

The responses of all three groups of teachers to this question are summarized in Figure S-5. As can be noted from the figure, the majority of all teachers used a checklist as their main diagnostic tool.

For the Title VII teachers this checklist was from the BECP, self-developed, or a combination of the two. One Title VII teacher used a checklist from the AISD curriculum developed by Dr. Baranoff. All the Title I and Migrant Program teachers used the Baranoff/AISD checklist, a self-developed checklist, or a combination of the two.

The teachers varied in the frequency with which they checked their students' instructional needs. All Title VII teachers checked their students within the range of daily to every two weeks, with two teachers checking at two different times. The Title I and Migrant Program teachers were more varied in their responses. They usually had informal checks on a fairly frequent basis and more formal checks at 2-4 times during the year. A number of teachers (6) did report they checked their students daily.

4. How do you plan for students' individual instructional needs?

The Title VII teachers' responses to this planning question are presented in Figure S-6. Several teachers mentioned reviewing concepts, etc. for students who did not understand, as well as grouping students based on their needs.

In Figure S-7 are presented the Title I teachers' responses to this item. Although a variety of responses were given, the majority mentioned grouping as a way of meeting needs. Additionally many teachers determine through checklists, questions, observation, etc. who needs additional help (review) and then determine whether they should receive it individually or in groups.

The responses of the Migrant Program teachers to this item are listed in Figure S-8. These teachers mentioned a variety of planning activities. Most mentioned using grouping or using one-to-one instruction to reinforce concepts. Therefore teachers are planning for different abilities.

5. This question deals with how you organize the students for instruction.

a) What percentage of the time for instruction do you use large groups (including the whole class)? _____

b) What percentage of the time for instruction do you use small groups (size _____)?

c) What percentage of the time for instruction do you use one-to-one? _____

d) What percentage of the time for instruction do you use a combination? (please explain) _____

As can be noted from the first chart in Figure S-9, the Title I and Migrant Program teachers reported, as a group, spending more time than did Title VII teachers in large group instruction.

Conversely, as shown in the next chart in Figure S-9, the Title VII teachers used small group instruction a higher percentage of the time than did the Title I and Migrant Program teachers. The most popular group size for Title VII was 6-7 students, for Title I it was 4-5 students, and for Migrant Program teachers it varied between 4 and 7 students.

The last chart in Figure S-9 shows the percentages of time each group of teachers reported using one-to-one instruction. All used one-to-one 29% or less of the time. All teachers except one, used one-to-one instruction while other children were at centers, in free time, or in small groups, therefore these teachers used some combination of the instructional modes.

6. If you divide your students into instructional groups, what criteria do you use to group? Please check all that apply?

____age	____ language dominance (based on standardized tests)	____ other (please explain)_____
___ ability		
___ personality	____ language dominance (based on teacher observation)	_____

Figure S-10 contains the teachers' responses to this grouping question. The three most frequent responses were ability, language dominance (as determined by teacher observation), and personality.

7. When the children work alone what types of things are they doing?

The three groups of teachers gave a wide variety of responses as a group, and all together. Their responses are presented in Figure S-11. Most frequently children were said to be working at a center of some sort. The most frequently mentioned activities were listening centers/language master, art activities, manipulatives, blocks, books, puzzles, and housekeeping.

8. Check the category of teachers with whom you participated/contacted in each of the following areas:

Share ideas
Provide training
Prepare instructional units
Share teaching duties
Plan classroom activities

In Figure S-12 are presented the frequencies and purposes of the teacher contacts each teacher group had. As can be noted from the frequencies, all groups had the most contact with other teachers in order to share ideas. The majority had contact with pre-K teachers from their own funding source,as well as from other funding sources. Title I and Migrant Program teachers had more contact with kindergarten teachers than did Title VII teachers. The other types of contact were less frequent for all groups.

9. How frequent is your contact with your community representative(s)?

More than once a week
Once a week
Every two weeks
Once a month
Less than once a month

The frequency of reported contacts are presented in Figure S-13. As a group, Title VII teachers reported more contact with their community representative than did the Migrant Program and Title I teachers.

10. This question deals with your communications with your students' parents. Please use the percentage range to answer the items.

a) What percentage of parents did you have contact with:

In Figure S-14 are shown the frequencies of teacher contact with parents. Generally as a group, Title VII teachers reported more frequent contact with parents than did Title I or Migrant Program teachers.

10.
b) What percentage of communications with parents did you initiate?

What percentage of communications with parents did the parents initiate?

The teachers' responses to this question are presented in Figure S-15. Across all three groups teachers generally initiated more contacts than did parents.

10.
c) What percentage of these contacts were by phone?
What percentage were conferences?
What percentage were parent training sessions?
What percentage were PAC meetings?
What percentage were written communications?

Figure S-16 contains the teachers' responses to this item. The most frequent types of contacts reported by all teachers were conferences and written communications. Less frequent were contacts through parent training sessions and PAC meetings, although Title VII teachers (as a group) reported more of these types of contacts than did Migrant Program and Title I teachers.

10.
d) What were the purposes of these contacts? Please list the purposes and assign a percentage to each.

A wide variety of purposes were mentioned. See Figure S-17. The most frequent purposes mentioned were meetings/conferences, positive reinforcement, discipline, information on units/class activities, field trips, progress reports, and parent volunteers.

11. In which of the following areas listed below did your supervisor (instructional coordinator) work with you? Check as many as apply.

In Figure S-18 are the frequencies of teachers' responses to this item. All teachers reported contact with their supervisor on curriculum materials and in-service training. Most reported contact on instructional supervision, program information, and communication with other teachers. Five of the Title VII teachers reported supervisor contact about parent training and communications with parents. No Migrant Program teachers reported contact for these purposes and only two Title I teachers reported supervisor contact for these purposes.

12. What topics should be offered for inservice training for prekindergarten teachers?

Quite a wide variety of topics were mentioned by the teachers. See Figure S-19. The most frequently mentioned topics were science, math, and art.

Title VII Teachers Only

1. How do you use your aide? What percentage of time does the aide spend in each type of activity that you named?

In Figure S-20 are presented each of the six teachers' responses (separated by a dashed line). Five teachers reported using the aide the large majority of the time in a teaching role. A secondary role was seen to be preparing materials, going to lunch, etc. One teacher reported her aide spent 50% of her time collecting and preparing instructional materials and only 25% of the time teaching and 25% of the time supervising students

2.
a) Did you participate in developing the BECP "At Home" activities? ____Yes _____ No

b) Did you participate in implementing the "At Home" activities? ___Yes _____ No

c) How often do the "At Home" activities occur? _____

d) Did you find evidence that parents/relatives engaged in the "At Home" activities? ____Yes ____No If you answered yes, for how many of your students was this true?_____

The responses to the "At Home" questions are presented in Figure S-21. All teachers said they did not help develop the materials, but all reported participating in implementing the activities. The frequency of use of the "At Home" activities varied from one to two weeks between activities. All teachers reported that parents/relatives engaged in the "At Home" activities. The teachers responded that 50% or more of their students participated in these activities.

3. Did you find the inservice training sponsored by Title VII beneficial? ____Yes ____No If yes, why? If no, why not?

Figure S-22 presents teachers' responses to this question. All teachers felt the inservices were beneficial to them. The most frequent reason given was that new/better ideas were obtained.

Title I/Migrant Program Teachers Only

1. What have been the benefits of not having an aide this school year?

In Figure S-23 are listed the Title I teachers' replies to this question. Several did not see any benefits to not having an aide. Two mentioned smaller class size and two mentioned children were more independent/self-reliant.

The Migrant Program teachers' responses are in Figure S-24. Several teachers mentioned knowing the children better and feeling closer to them. That the teacher no longer has to take time to coordinate with another person was mentioned by two teachers.

Title I/Migrant Program Teachers Only

2. What have been the drawbacks of not having an aide this school year?

Figure S-25 contains the Title I teachers' responses to this question. Most saw more drawbacks than benefits by having no aide. Several felt the teacher could not supervise all the children as well; the teacher is not covered in an emergency; there is less time for individual work; there is no one to help with materials or clean-up; field trips were hard; less materials were covered; art suffered, etc.

The Migrant Program teachers' responses are presented in Figure S-25. As with the Title I teachers, there were more drawbacks seen than benefits. Most of the same reasons were given by Migrant Program teachers as were given by Title I teachers.

1. Do you use English all the time for your instruction?

	Title VII	*Title I*	*Migrant Program*
Yes	*0*	*7 (now)*	*2*
No	*6*	*2 (now)*	*5*

If you use another language, please indicate what percentages of each language you use for each of the following:

			FORMAL INSTRUCTION			*INFORMAL INSTRUCTION*		
			English	*Spanish*	*Other*	*English*	*Spanish*	*Other*
a)	*English-dominant students*	*Title VII*	*X = 90%*	*X = 10%*	-	*X = 87%*	*X = 13%*	-
		Title I	*X =100%*	*X = 0%*	-	*X = 99%*	*X = 1%*	-
		Migrant	*X = 93%*	*X = 7%*		*X = 77%*	*X = 23%*	
b)	*Spanish-dominant students*	*Title VII*	*X = 36%*	*X = 64%*	-	*X = 53%*	*X = 47%*	-
		Title I	*X = 88%*	*X = 12%*	-	*X = 7%*	*X = 13%*	-
		Migrant	*X = 64%*	*X = 36%*		*X = 54%*	*X = 46%*	

Please note 1) Title I and Migrant Program percentages only reflect those teachers who do <u>not</u> use English all the time. 2) The percentages reflect language spoken in the spring, several teachers used more Spanish early in the school year. 3) Only one teacher had any other-dominant students, and she used 90% English and 10% Spanish for both formal and informal instruction.

Figure S-1. SUMMARY OF TEACHER RESPONSES TO QUESTION 1, PRE-K TEACHER INTERVIEW.

2. Curriculum Usage - Title VII

AISD	Two of the six teachers reported the AISD curriculum was used as a main curriculum. One indicated the Migrant Program teacher with whom she frequently teamed used the AISD curriculum so her children got it through her. The frequency of use varied - 10%, 15%, 2-20%, 30%, and 40%. The one who reported using it 40% of the time indicated all the units were completed. One teacher used the AISD curriculum in teaching math.
BECP	All six teachers reported using the BECP as their main curriculum source. Three of them used it in teaching math. The percentages of usage were 40%, 50%, 60%, 2-80%, and 95%. One teacher reported she had completed all the units.
PEABODY	Two teachers used the Peabody Kit, but one of the two reported only using the pictures to supplement the other curricula. The one who used the Kit reported using it 5% of the time and using it to teach math.
PORTAGE	None of the teachers used these materials.
BARUFALDI	Five of the six indicated some use of these materials. One of the five reported her children were exposed to these materials since the Migrant Program teacher with whom she team taught used them. The usage reported varied between 3% and 10%. One teacher used these materials to teach math while another used them to teach science.
SELF-DEVELOPED MATERIALS	One teacher reported using self-developed materials 3% of the time.
OTHER	All, but one of the teachers reported using materials other than those already listed. One used Milton Bradley materials 5% of the time and to teach math. Another used a combination of Castañeda and teacher - made materials 10% of the time and to teach math. One teacher used a wide variety of other materials (Milton Bradley, Let's Find Out, Kid's Stuff, Our Big Back Yard, and Science Land) 25% of her time. She used these commercial materials in teaching math. One teacher used the Milton Bradley materials in teaching math, but did not assign a time use. Five-percent of the time one teacher used a combination of teacher-made and commercial materials.

Figure S-2. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 2, PRE-K TEACHER INTERVIEW.

2. Curriculum Usage - Title I

AISD	All of the teachers reported using the AISD curriculum as their main curriculum. Usage varied between 40% and 95% of the time (actual percentages reported were 40%, 50%, 2-60%, 70%, 75%, 80%, 90%, and 95%). Two of the nine used the curriculum to teach math.
BECP	None of the teachers listed the BECP as a curriculum source, except one teacher who used some of the records and puzzles in relation to other curriculum materials.
PEABODY	All the teachers reported using the Peabody Kit as a curriculum source. All reported using it in a supplementary fashion, except one who reported it was a main curriculum source (but only used 25% of the time). Percentages of time used ranged between 2% and 30% of the time (2%, 3%, 5%, 2-10%, 25%, and 3-30%). Three teachers used these materials in teaching math.
PORTAGE	No one reported these materials were used.
SELF-DEVELOPED UNITS	Seven of the nine teachers had developed units of their own. The percentages of usage reported varied - 1%, 5%, 2-10%, 2-20%,and 30%. One person used a unit developed for holidays. Three of the teachers used their own units to teach math.
BARUFALDI	Eight teachers used Barufaldi materials in their classrooms. The reported usage varied between 1% and 10%. Two reported using it to teach math while one used the materials in teaching about plants and the five senses.
OTHER	Five teachers reporting using other materials. The usage varied between 10% of the time and 30 minutes per week. The counselor at one school used the Duso materials with the children 30 minutes per week. One used Wesley (to teach math) and Their Way 5% of the time. Three percent of the time, one teacher used Work Jobs (including to teach math). Another used Castañeda and Something Special materials three percent of the time and she used these to teach math. Finally one teacher used Health Science materials to teach and she used them 10% of the time.

Figure S-3. SUMMARY OF TITLE I TEACHERS' RESPONSES TO QUESTION 2, PRE-K TEACHER INTERVIEW.

2. Curriculum Usage - Migrant Program

AISD	All of the Migrant Program teachers used the AISD curriculum as their main curriculum with reported usage varying between 60% and 100% of the time. Actual reported percentages were 60%, 2-70%, 80%, 89%, 90%, and 100%. Five of the seven used the AISD curriculum to teach math.
BECP	Five of the seven teachers used the BECP in a supplementary fashion. The percentage of time used varied between 5% and 15%. One teacher used the BECP to teach math.
PEABODY	Four teachers reported using the Peabody Kit in their instructional program. The usage varied between 2% and 10% of the time. One of the four reported using only the pictures to supplement the other curriculum. No one used it to teach math.
PORTAGE	No one reported using any of the Portage materials.
SELF-DEVELOPED UNITS	Five teachers reported using self-developed materials in a supplementary fashion. The percentages of use ranged between 2% and 20%. Two teachers used their materials to teach math.
BARUFALDI	Five of the seven used the Barufaldi materials. The percentage of time used ranged from 2% to 10% of the time. Two used these materials in math instruction.
OTHER	One teacher reported using other materials. The teacher stated approximately one percent of the time she used commercial kits and magazines.

Figure S-4. SUMMARY OF MIGRANT PROGRAM TEACHERS' RESPONSES TO QUESTION 2, PRE-K TEACHER INTERVIEW.

3.a. How do you diagnose your students' instructional needs?

	Checklist	Observation	Questioning	Testing	Other
Title VII	5	2	-	1	-
Title I	8	-	1	-	-
Migrant Program	5	1	1	-	Skills Box 1 Games 1 Activities 1

Numbers reflect the frequencies of teachers' responses.

3.b. Where did you get the method you use?

	Baranoff (AISD)	BECP	Self-Developed	Other
Title VII	1	4	3	-
Title I	7	-	3	Workshops - 1
Migrant Program	7	-	3	Other teachers - 1

Numbers reflect the frequencies of teachers' responses.

3.c. How often do you check your students' needs?

	Daily	Weekly	Biweekly	Monthly	Other
Title VII	2	3	3	-	-
Title I	4	1 1-Sometimes	1 1-Sometimes	2	Formally - 3/4 times year (2 responses)
Migrant Program	2	2	1-Sometimes 2	1-Sometimes	Formally - twice yearly (2 responses) Formally - 3-5 times 1 year (3 responses) Formally - at the beginning of the year Informally - 5 times a year

Numbers reflect the frequencies of teachers' responses.

Figure S-5. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 3, PRE-K TEACHER INTERVIEW.

Title VII Teachers

4. How do you plan for students' individual instructional needs?

- Materials are used to help them.
- Supervisor is contacted for help.
- Groups differ for different subjects or motor skills.
- After testing (end of the unit), teacher talks with the aide and then reviews the child the following week on the concepts he missed.
- Teacher plans based on how students score on end of unit tests.
- Aide reviews concepts when students do not get concept.
- If someone does not grasp concept, teacher reviews with them that day.
- Teacher plans around language dominance after testing them orally.
- A review is conducted for students who did not understand.
- Students are grouped by language.
- Students are grouped by needs for lessons.
- Teacher remediates problems as the occur.
- Teacher supplements curriculum with AISD curriculum for students who need more stimulation.

Figure S-6. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 4, PRE-K TEACHER INTERVIEW.

Title I Teachers

4. How do you plan for students' individual instructional needs?

- Teacher assesses from unit and educational checklist.
- The whole concept is taught to the large group, then those who have trouble are placed into a small group where they receive individual attention.
- Teacher observes in concept presentation to see who understands by questions and answers.
- Teacher plans small group instruction according to needs (from checklist).
- Students get individual instruction based on needs.
- Self-made games are performed so teacher can see what children have learned in unit.
- Teacher checks performance on lessons and gives more help if needed.
- Students are given one-to-one help if needed during nap time.
- Teacher makes home visits to make parents aware of extra help needed and to get siblings to help.
- Teacher loans manipulative toys to families as needed.
- Teacher asks Extend-A-Care to work on needs.
- All the children receive the same instructions, then teacher sees who needs additional help and she or other child helps student(s) on needs. This challenges peer tutor, too.
- Teacher plans for small groups.
- If children need extra help, she works with them individually.
- Teacher refers to checklist to see what the children have not picked up on yet and then goes over it with them.
- Concepts are presented in a large group. If children need more help (screen children on checklist) they are taught via small group or one-to-one.
- Lessons are presented to large groups, small groups, and individuals.

Figure S-7. SUMMARY OF TITLE I TEACHERS' RESPONSES TO QUESTION 4, PRE-K TEACHER INTERVIEW.

Migrant Program Teachers

4. How do you plan for students' individual instructional needs?

- Teacher follows checklist.
- Small groups are used in the afternoons.
- Different things are used for students who need it.
- In large group, teacher gears questions to students who need it.
- Teacher gears each lesson toward the small groups and then works with individuals within the group.
- Students who are ahead are given extra activities.
- Teacher works one-to-one with students who are having problems.
- Teacher gives individuals who need help individual help while the other students are having free time.
- Students are grouped to facilitate individual instruction.
- Activities are planned for different groups with different abilities.
- While students are within groups, the teacher individualizes help.
- The Title VII aide comes daily and helps with individuals or small groups.
- Teacher uses special games.
- Instruction is used for reinforcement.

Figure S-8. SUMMARY OF MIGRANT PROGRAM TEACHERS' RESPONSES TO QUESTION 4, PRE-K TEACHER INTERVIEW.

5a. What percentage of the time for instruction do you use large groups (including the whole class)?

	100%	99-90%	89-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-20%	19-10%
Title VII						1	1		2	2
Title I			1	2	1	4			1	
Migrant Program			3	1		2			1	

Numbers reflect the frequencies of teachers' responses.

5b. What percentage of the time for instruction do you use small groups (size ____)?

	100%	99-90%	89-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-20%	19-10%
Title VII		2	1	1	1		1			
Title I						2	2	1	3	1
Migrant Program				1			1		4	1

Numbers reflect frequencies of teachers' responses.

	Group Size (Number of children)			
	8-9	4-7	4-5	2-3
Title VII		5	1	
Title I		2	7	
Migrant Program	1	3	3	

Note: Many teachers have children grouped in small groups while they are working with individuals.

Numbers reflect frequencies of teachers' responses.

5c. What percentage of the time for instruction do you use one-to-one?

	100%	99-90%	89-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-20%	19-10%	9-1%	0%	Other
Title VII									1	2	1		1 - if needed 1 - Address each individual in small group
Title I									2	4	2		1 - during free time
Migrant Program									1	1	4	1	

Numbers reflect frequencies of teachers' responses.

Figure S-9. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 5, PRE-K TEACHER INTERVIEW.

6. If you divide your students into instructional groups, what criteria do you use to group?

	Age	Ability	Personality	Language Dominance (tests)	Language Dominance (observance)	Other
Title VII	0	4	2	2	4	1 - random 1 - attention span problems
Title I	1	7	5	0	3	1 - similar needs on concept development 1 - mix high and low abilities
Migrant Program	0	6	3	1	5	1 - heterogeneous - groups vary by day 1 - groups formed based on answers to questions re: lessons, ecc.

Numbers reflect number of teachers using each criteria (many teachers use more than one type of grouping).

Figure S-10. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 6, PRE-K TEACHER INTERVIEW.

7. When the children work alone, what type of things are they doing?

	Variety of Centers (not specified)	Listening Center/ Language Master	Puzzles/Games	Science	Art (Painting, etc.)	Manipulatives	Blocks (including Lego)	Books (Library and Reading)	Housekeeping	Clay/Play-Dough	Water Activities	Individual Worksheets/ Skills Development	Small Muscles (fine Motor)	Large Muscles (gross motor)	Puppets	Cut and Paste	Pre-Writing	Math	Pictures
Title VII	2	3	1	2	5	2	3	2	3	2	1	0	2	1	2	1	3	3	1
Title I	3	5	4	2	5	6	5	3	2	2	3	0	1	1	1	1	0	1	2
Migrant Program	1	4	4	2	5	6	5	6	5	2	1	2	2	1	0	1	0	1	0

Numbers reflect the frequencies of teachers' responses.

1 or 2 teachers also mentioned each of the following: Music (Records and Cassettes), Role Play/Dramatic Play, Colors, View Master, Previous Lesson Activities/Reinforcement, Practical Living, Workbench, Chalkboard, Matching, Beads, School Table, Building, and Cans.

Figure S-11. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 7, PRE-K TEACHER INTERVIEW.

8. Check the category of teachers with whom you participated/contacted in each of the following:

		Title VII Pre-K Teachers	Title I Pre-K Teachers	Migrant Program Pre-K Teachers	Kindergarten Teachers	Others	None
SHARE IDEAS	Title VII	6	4	6	3	2 (aides)	0
	Title I	8	9	8	7	1 (principal) 1 (other elem. teachers)	0
	Migrant Program	5	7	6	7	1 (supervisor) 1 (faculty)	0
PROVIDE TRAIN-ING	Title VII	3	1	1	0	1 (parents)	3
	Title I	2	2	1	1	2 (PACs) 1 (other group)	4
	Migrant Program	1	2	2	0	1 (faculty) 1 (PAC) 1 (individual parent training)	4
PREPARE INSTRUC. UNITS	Title VII	2	0	0	0	1 (aide)	3
	Title I	0	3	1	1	0	5
	Migrant Program	3	1	1	2	1 (AISD EC)	2
SHARE TEACH-ING DUTIES	Title VII	0	0	1	0	5 (aides)	1
	Title I	0	1	0	2	0	6
	Migrant Program	1	0	0	1	1 (Title VII aide) 1 (counselor)	4
PLAN CLASS-ROOM ACTIV-ITIES	Title VII	3	0	1	1	4 (aides)	0
	Title I	1	4	1	2	0	4
	Migrant Program	3	1	1	0	0	4

Numbers reflect the frequencies of teachers' responses.

Figure S-12. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 8, PRE-K TEACHER INTERVIEW.

9. How frequent is your contact with your community representative(s)?

	More than once a week	Once a week	Every two weeks	Once a month	Less than once a week	Comments
Title VII	3	0	2	1	0	1 - She is wonderful. 1 - If I need anything she responds.
Title I	0	2	2	1	4	1 - These children have not had needs that caused more contact.
Migrant Program	0	1	0	4	2	

Numbers reflect the frequencies of teachers' responses.

Figure S-13. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 9, PRE-K TEACHER INTERVIEW.

10. This question deals with your communications with your students' parents. Please use the percentage range to answer the items.

a) What percentage of parents did you have contact with:

		0-25%	26-50%	51-75%	76-100%
More than once a week	Title VII	2	2	1	1
	Title I	6	3	0	0
	Migrant Program	6	1	0	0
Once a week	Title VII	4	1	1	0
	Title I	7	2	0	0
	Migrant Program	5	1	0	1
Every two weeks	Title VII	6	0	0	0
	Title I	5	1	1	2
	Migrant Program	2	2	1	1
Once a month	Title VII	6	0	0	0
	Title I	4	0	3	2
	Migrant Program	3	3	0	1
Less than once a month	Title VII	6	0	0	0
	Title I	7	1	1	0
	Migrant Program	6	0	1	0
Not at all	Title VII	6	0	0	0
	Title I	9	0	0	0
	Migrant Program	7	0	0	0

Numbers reflect frequencies of teachers' responses.

Figure S-14. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 10a, PRE-K TEACHER INTERVIEW.

This question deals with your communications with your students' parents. Please use the percentage range to answer the items.

		0-25%	26-50%	51-75%	76-100%
What percentage of communications with parents did you initiate?	Title VII	0	1	3	2
	Title I	1	0	3	5
	Migrant Program	1	2	3	1
What percentage of communications with parents did the parents initiate?	Title VII	2	4	0	0
	Title I	8	0	1	0
	Migrant Program	2	4	0	1

Numbers reflect frequencies of teachers' responses.

Figure S-15. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 10b, PRE-K TEACHER INTERVIEW.

10. This question deals with your communications with your students' parents. Please use the percentage range.

c)

		0-25%	26-50%	51-75%	76-100%
What percentage of these contacts were by phone?	Title VII	4	1	1	0
	Title I	7	2	0	0
	Migrant Program	1	5	1	0
What percentage were conferences?	Title VII	1	1	0	4
	Title I	3	4	1	1
	Migrant Program	1	1	2	3
What percentage were parent training sessions?	Title VII	3	1	2	0
	Title 1	9	0	0	0
	Migrant Program	6	0	1	0
What percentage were PAC meetings?	Title VII	2	3	1	0
	Title I	9	0	0	0
	Migrant Program	6	1	0	0
What percentage were written communications?	Title VII	0	0	1	5
	Title I	2	3	2	2
	Migrant Program	1	1	2	3

Numbers reflect frequencies of teachers' responses.

Figure S-16. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 10c, PRE-K TEACHER INTERVIEW.

10.d. What were the purposes of these (parent) contacts? Please list the purpose and assign a percentage to each.

	Discipline	Parties	Progress Reports	Field Trips	Positive Reinforcement/ Good Behavior/Improvement	Health (Absence/Lateness)	Parent Volunteers	Information on Units (Class activities)	Meetings/Conference	How to Help Children	Lunch Money	Bus	Problem Solving	School Needs/News	At-Home Activities	Program Information	Parents Visit Class	Projects	Written Checklist	PAC	Other Purposes
Title VII	3	2	2	2	3	2	1	3	4	0	0	0	1	1	1	2	0	0	0	0	3
Title I	6	2	6	3	4	2	5	4	5	1	2	0	0	1	0	2	1	0	0	1	2
Migrant Program	3	1	4	4	2	1	1	7	2	4	1	1	0	0	0	0	0	1	1	1	3

Numbers reflect frequencies of teachers' responses. Please note the majority of teachers did not assign a percentage to each. All teachers mentioned several purposes.

Figure S-17. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 10d, PRE-K TEACHER INTERVIEW.

11. In which of the following areas listed below did your supervisor (instructional coordinator) work with you? Check as many as apply.

	Instructional Supervision	Curriculum Materials	Program Information	Classroom Management	Parent Training	Inservice Training	Communications W/Other Teachers	Communications With Parents	Other
Title VII	5	6	5	4	5	6	5	5	2 - Supervisor is excellent
Title I	6	9	8	2	2	9	5	2	1 - Purchase of camera-She's very helpful. 1 - Supervisor is helpful with everything.
Migrant Program	7	7	6	5	0	7	5	0	1 - She's brought visitors to observe. 1 - She's been very helpful, easy to communicate with her.

Numbers reflect frequencies of teachers' responses.

Figure S-18. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 11, PRE-K TEACHER INTERVIEW.

12. What topics should be offered for inservice training for prekindergarten teachers?

	Science	Math	Discipline For 4yr. olds	Hyperactivity	Creativ_ Movement	Music	Art	Parental Involvement/ Ways to Work w/Kids at Home	Specific Activities With Handouts	Games/Blocks	Variety of Curriculum - Based on Ideas & Techniques	P.E.	Other Topics
Title VII	3	2	0	0	0	0	1	1	0	0	0	0	5
Title I	3	3	1	0	2	2	2	2	0	2	0	1	7
Migrant	2	2	1	2	1	0	1	1	2	1	1	1	10

Numbers reflect number of teachers responding.

Figure S-19. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 12, PRE-K TEACHER INTERVIEW.

Title VII Teachers Only

1. How do you use your aide? What percentage of time does the aide spend in each type of activity?

Type of Activity	Percentage of Time
prepares and collects instructional materials	50%
teaches	25%
supervises of students	25%
aide also helps translate notes to parents	not given
assists in all teaching of lessons and goes to lunch	not given
serves as a teaching assistant-reinforces	95%
makes bulletin boards and materials	5%
serves completely as a teaching assistant same as other pre-K teacher -- she's tops	not given
teaches same amount of time as teacher. Both clean up and prepare together	not given
does vocabulary lessons	10%
does visual training	10%
does motor training	10%
conducts art lessons	10%
teaches creative moves	10%
reads stories	5%
works on centers	5%
teaches AISD curriculum	10%
works with lunch, snacks	5%
supplements curriculum	5%
prepares materials	10%
prepares bulletin boards	10%

Figure S-20. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 1 (FOR TITLE VII TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Questions for Title VII Teachers Only

2. a) Did you participate in developing the BECP "At Home" activities?

All teachers responded they had not.

b) Did you participate in implementing the "At Home" activities?

All teachers responded yes.

c) How often do the "At Home" activities occur?

FREQUENCY	*NUMBER OF TEACHERS REPORTING*
weekly	*2*
after each unit	*2*
every 2 weeks	*1*
started very good (?)	*1*

d) Did you find evidence that parents/relatives engaged in the "At Home" activities?

All teachers responded yes.

If you answered yes, for how many of your students was this true?

NUMBER OF STUDENTS
18 out of 18
14 out of 18
9 out of 18
12 out of 18
most out of 18
16 out of 18

Figure S-21. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 2 (FOR TITLE VII TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Questions for Title VII Teachers Only

3. Did you find the inservice training sponsored by Title VII beneficial?

All teachers responded yes.

If yes, why?

- *The formal inservice was all good.*
- *Frequent meetings allow for problem solving and the giving of beneficial news.*
- *The inservice brings new ideas and new ways of teaching concepts.*
- *New ideas could help us.*
- *Most of the time could determine what benefited us.*
- *It gave different ideas and methods - learn from others.*
- *You get new ideas.*
- *Can visit classrooms of others.*
- *Teacher learned a lot.*
- *Teacher is motivated to try new ideas.*
- *Teacher learns easier ways to do things.*

Figure S-22. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 3 (FOR TITLE VII TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Questions for Title I/Migrant Teachers

Title I Teachers

1. What have been the benefits of not having an aide this school year?

- Blank.
- There's more teacher/student interaction.
- Students are more self-reliant since teacher is the only adult.
- None.
- Did have two parent volunteers for parties, field trips, and food preparation.
- A big none - no benefits.
- Nothing.
- Fewer children.
- I plan by myself without having to go over it with aide.
- I wasn't here last year, but would like an aide.
- I have a smaller class size without an aide.
- I have maintained higher expectations for the children.
- There is more parent involvement.
- Children are more independent.
- Children do more creative art projects.
- Children hear only consistent standard English spoken.

Figure S-23. SUMMARY OF TITLE I TEACHERS' RESPONSES TO QUESTION 1 (TITLE I/ MIGRANT TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Questions for Title I/Migrant Teachers

Migrant Program Teachers

1. What have been the benefits of not having an aide this school year?

- None.
- I feel I have more class control since I am the only authority figure.
- It's easier to plan (takes less time) since I do not have to coordinate with anyone else.
- I know more what is going on instructionally and what childrens' responsibilities are.
- I have team-taught with the Title VII teacher and her aide and it has worked well.
- The children responded better to me since I was the only adult (chil-ren used to manipulate two adults).
- I have to be extra-organized and have activities done far in advance of the units.
- Children were given more responsibilities.
- Teacher and children feel closer to each other (2).
- I got more 1-to-1 attention with the children.
- There was the smaller class size.
- Children showed more independent behavior.

Figure S-24. SUMMARY OF MIGRANT PROGRAM TEACHERS' RESPONSES TO QUESTION 1 (TITLE I/MIGRANT TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Questions for Title I/Migrant Teachers

Title I Teachers

2. What have been the drawbacks of not having an aide this school year?

- While the teacher works with one small group, the rest of the children were not receiving instruction from the aide and were unsupervised.
- Units were not covered as extensively - there was less art and stories.
- Art and other projects took longer to complete.
- There is not enough supervision on study trips when parents cannot come.
- Some units took longer to cover.
- There was less time for one-to-one.
- Cannot leave children when get emergency calls (2).
- Art projects require constant supervision.
- Teacher gets no break all day.
- More teacher time is spent cleaning up.
- Trips have been difficult even when parents help.
- There is large group instruction now instead of small group instruction.
- There is no reinforcement in group with no aide.
- Teacher spends more time in non-instructional tasks.
- Less children have been seen.
- Teacher can see big difference this year - children are 3 or 4 months behind in development.
- Art is not as refined because of lack of individual help.
- Teacher has not made as many materials (2).
- Children lost out.
- Field trips were not as enjoyable because children were harder to control.
- Classroom management is a problem - it is harder to get kids doing things.
- There has been a cultural lag since aide was Spanish speaker and could help with words for Spanish-speaking children.
- There is no continuity in routine if the teacher is absent.
- Less time is available to make materials to go with units.
- Teacher misses bilingual help from aide (2).
- Teacher had to change the way she ran a small group which resulted in covering less material in unit. After children were trained to the new way, this improved.
- There was no dependable help on field trips.
- Teacher formerly presented more materials with aide's reinforcement to children.
- Children need more help.
- It is hard not having a person to communicate with the Spanish-speaking children.
- There is no help in preparing materials, bulletin boards, games, etc.
- It takes more time planning field trips.
- Teacher is not ready in A.M.
- It takes time from center time for maintenance.
- Teacher does involve children more in preparation - out of desperation.
- Class foregoes some activities because of no help i.e., cooking.
- There is not enough "affect" on study trips although parents do help.
- It is a problem not having as much time to spend individually.

Figure S-25. SUMMARY OF TITLE I TEACHERS' RESPONSES TO QUESTION 2 (TITLE I/ MIGRANT TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Questions for Title I/Migrant Teachers

Migrant Program Teachers

2. What have been the drawbacks of not having an aide this school year?

- There are too many children in the small groups.
- There is not enough time for one-to-one.
- Class has not covered as many units.
- Teacher has cut back on art activities.
- There is not enough help with study trips.
- It is a problem having to take the whole class whenever teacher gets a phone call or there is an emergency.
- In addition to working with the children, it is hard to do all the other things like - prepare bulletin boards, change learning centers, clean room, sweep carpet, laminate, prepare lessons, order films, plan, do study trips, order materials, etc., etc.
- Class is not covering as much materials or as many projects as last year.
- Teacher has less time for individual attention (2).
- Teacher cannot supervise children as much.
- Teacher has no help in making instructional materials.
- There is less help for study trips.
- There is less help with behavior management.
- Teacher is not able to work with small groups as well.
- The situation is more stressful for the teacher - she is with the children every minute and her constant attention is required.
- Material preparation previously done by the aide really takes time.
- Reinforcement activities are not done as much as with aide.
- Class has not done as many activities in the units because of lack of help.
- Teacher is exhausted by the end of the day.
- It is hard to do all the clerical work and bulletin boards, etc. alone.
- Teacher has more discipline problems in large groups.
- It is a problem not having another adult to talk with about the children.
- There are fewer small groups - aide used to work with small groups and reinforce them.
- There is less individual instruction.
- There is no support during unusual or emergency situations.
- Class cannot do as many elaborate things in art or units.

Figure S-26. SUMMARY OF MIGRANT PROGRAM TEACHERS' RESPONSES TO QUESTION 2 (TITLE I/MIGRANT TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Attachment S-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 16, 1981

TO: Lee Laws

FROM: Catherine Christner

THROUGH: Freda Holley

SUBJECT: Title I, Migrant, and Title VII Pre-K Comparisons

As a result of our meeting with Timy, you, and your staff, we understand your needs to have our office do a comparative study across the Title I, Migrant, and Title VII Pre-K Programs. The Title VII auditors' concerns focus on a perceived lack of uniqueness of Title VII as compared to the Title I and Migrant Programs.

Although ideally,extensive full-day observations across the three programs are desirable, the person-cost and planning involved are prohibitive. Since our designs were set in September and resources committed (and some already expended), we feel that a less costly measure is in line.

We would like to do a structured interview with all the pre-K teachers. These interviews would focus on what the teachers do. We hope to ascertain from these what similarities and differences exist in the programs and how they operate.

In past evaluations, (except for Title I and Migrant) information across programs has not been strictly comparable for various reasons (observations done by different people, etc.). This year it seems most important that the interviews be as comparable as possible. Therefore, I plan to either conduct all the interviews myself or hire and supervise a consultant to do so. I would make some adjustments in my evaluation to accomodate this activity.

Timy Baranoff has already submitted suggestions for interview items. I would appreciate you and your staff also sending me any ideas you have for items by mid January. Conducting these interviews in February or March would be ideal.

Does this plan meet with your approval? Any interview format developed will be submitted to you and your staff for review.

CC:lg

cc:	Karen Carsrud	Timy Baranoff	Ruth MacAllister	Oscar Cantú
	Jonathan Curtis	Anita Uphaus	Carmen Gamboa	
	Martin Arocena	Anita Coy	Eva Rivera	

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 2, 1982

TO: Glynn, Jon, Karen, Martin

FROM: Catherine

SUBJECT: Pre-K Interview Items

Enclosed are two sets of possible pre-K teacher interview items. Some items overlap and some are just stated in different ways. Both are rough drafts. Please star the items that you feel need to be included in the interview. Make any wording changes desired and add any items you feel are not already covered.

Please give me your feedback by March 8, 1982 so we can formalize the format and get project staff to review it.

Thanks.

CC:lg
Enclosures

APPROVED: F. Holley
Director, Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 12, 1982

TO: Persons Addressed

FROM: Catherine Christner CC

SUBJECT: Draft of Title I, Title VII, and Migrant Pre-K Teacher Interview

Our staff has drafted a pre-K interview format that we hope will shed light on the similarities and differences among the programs. Please review the attached format and give me your feedback as soon as possible (not later than March 24, 1982) so we can finalize the format and begin conducting the interviews.

Thank you for your cooperation.

CC:lg
Enclosure

APPROVED: Lida Holley
Director, Research and Evaluation

Persons Addressed: Lee Laws
Oscar Cantú
Timy Baranoff
Anita Uphaus
Carmen Gamboa
Anita Coy
Eva Rivera

cc: Jonathan Curtis
Karen Carsrud
Martin Arocena

412

Date _____

PREKINDERGARTEN TEACHER INTERVIEW

Teacher's Name _____

Program(s) ___ Title I ___ Title VII ___ Migrant

1. Do you use English all the time for your instruction? ___ Yes ___ No

   If you use another language please indicate what percentages of each language you use for each of the following:

	FORMAL INSTRUCTION			INFORMAL INSTRUCTION		
	English	Spanish	Other	English	Spanish	Other
a) English-dominant students	____%	____%	____%	____%	____%	____%
b) Spanish-dominant students	____%	____%	____%	____%	____%	____%
c) Other students	____%	____%	____%	____%	____%	____%

2.

	Check how you used each source: The main curriculum	Supplementary	Other (please define)	Check any you used to teach math	What % of your instruction came from each curriculum source?
AISD	____	____	____	____	____
BECP	____	____	____	____	____
Peabody Kit	____	____	____	____	____
Portage	____	____	____	____	____
Self-Developed Units	____	____	____	____	____
Barufaldi	____	____	____	____	____
Other: _____	____	____	____	____	____

3. a) How do you diagnose your students' instructional needs—do you use a checklist of skills, competencies, concepts, or what?

   b) Where did you get the method you use?

   c) How often do you check your students' needs?

4. How do you plan for students' individual instructional needs?

5. This question deals with how you organize the students for instruction.

   a) What percentage of the time for instruction do you use large groups (including the whole class)? _____

b) What percentage of the time for instruction do you use small groups (size____)? _____

c) What percentage of the time for instruction do you use one-to-one? _____

d) What percentage of the time for instruction do you use a combination?(please explain) _____

6. If you divide your students into instructional groups, what criteria do you use to group? Please check all that apply?

____ age
____ ability
____ personality
____ language dominance (based on standardized tests)
____ language dominance (based on teacher observation)
____ other (please explain) _____

7. When the children work alone what types of things are they doing?

8. Check the category of teachers with whom you participated/contacted in each of the following areas:

	Title VII Pre-K Teachers	Title I Pre-K Teachers	Migrant Pre-K Teachers	Kindergarten Teachers	Others (Define)	None
Share ideas	___	___	___	___	___	___
Provide training	___	___	___	___	___	___
Prepare instructional units	___	___	___	___	___	___
Share teaching duties	___	___	___	___	___	___
Plan classroom activities	___	___	___	___	___	___

9. How frequent is your contact with your community representative(s)?

___ More than once a week ___ Once a week ___ Every two weeks ___ Once a month ___ Less than once a month

10. This question deals with your communications with your students' parents. Please use the percentage range to answer the items.

a) What percentage of parents did you have contact with:	0%-25%	26%-50%	51%-75%	76%-100%
more than once a week?	___	___	___	___
once a week?	___	___	___	___
once every two weeks?	___	___	___	___
once a month?	___	___	___	___
less than once a month?	___	___	___	___
not at all?	___	___	___	___

	0%-25%	26%-50%	51%-75%	76%-100%
10.				
b) What percentage of communications with parents did you initiate?	____	____	____	____
What percentage of communications with parents did the parents initiate?	____	____	____	____
c) What percentage of these contacts were by phone?	____	____	____	____
What percentage were conferences?	____	____	____	____
What percentage were parent training sessions?	____	____	____	____
What percentage were PAC meetings?	____	____	____	____
What percentage were written communications?	____	____	____	____

d) What were the purposes of these contacts? Please list the purposes and assign a percentage to each.

11. In which of the following areas listed below did your supervisor (instructional coordinator) work with you? Check as many as apply.

___ instructional supervision
___ curriculum materials
___ program information
___ classroom management
___ parent training
___ inservice training
___ communications with other teachers
___ communications with parents
___ other (please define) _____

12. What topics should be offered for inservice training for prekindergarten teachers?

Title VII Teachers Only

1. How do you use your aide? What percentage of time does the aide spend in each type of activity that you named?

2. a) Did you participate in developing the BECP " At Home " activities? ___Yes ___No
b) Did you participate in implementing the " At Home " activities? ___Yes ___No
c) How often do the " At Home " activities occur? _____
d) Did you find evidence that parents/relatives engaged in the " At Home " activities? ___Yes ___No If you answered yes, for how many of your students was this true? _____

3. Did you find the inservice training sponsored by Title VII beneficial? ___Yes ___No If yes, why? If not, why not?

Title I/ Migrant Teachers

Note: In answering the following two questions, please consider if you made any changes in organizing students for instruction, scheduling, number or amount of unit(s) covered, study trips, etc. Also consider if any changes in student behavior can be noted.

1. What have been the benefits of not having an aide this school year?

2. What have been the drawbacks of not having an aide this school year?

81.26 Attachment S-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 25, 1982

TO: Title I, Title VII, and Migrant Pre-Kindergarten Teachers

FROM: Karen Carsrud, Martin Arocena, and Catherine Christner

SUBJECT: Pre-K Teacher Interviews

As part of the evaluation of the pre-kindergarten programs, all pre-K teachers will be interviewed this spring. Mrs. Fran Olson will be conducting the interviews. The information gathered will be used to compare the three programs.

The data will be tallied collectively so your individual responses will be kept confidential. Mrs. Leonila Gonzalez from our office will be calling you in the near future to arrange an interview time that will be convenient for you. The interview should take no more than 30 minutes. The interview format to be used is attached.

Your cooperation is greatly appreciated.

KC:MA:CC:lg
Enclosure

APPROVED: Director, Research and Evaluation

APPROVED: Assistant Superintendent for Elementary Education

cc: Lee Laws
Timy Baranoff
Oscar Cantú
Anita Uphaus
Anita Coy
Carmen Gamboa
Principals with pre-K teachers
Eva Rivera